DOCUMENT RESUME

ED 119 797 JC 760 191

TITLE Long-Range Self-Study, 1975-1985.
INSTITUTION Williamsport Area Community Coll., Pa.
PUB DATE Dec 75
NOTE 248p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage
DESCRIPTORS College Administration; Community Colleges; Curriculum Design; *Decentralization; *Educational Assessment; Educational Needs; *Educational Objectives; Educational Planning; Enrollment Projections; *Junior Colleges; *Master Plans; School Community Relationship; Vocational Education
IDENTIFIERS Pennsylvania (Williamsport); *Williamsport Area Community College

ABSTRACT

This self-study contains recommendations and objectives for Williamsport Area Community College (WACC), a one-campus, vocational-technical oriented college in an industrial community in Pennsylvania. The methodology employed in producing this self-study is intended to form the framework for a continuous learning-oriented short and long-range planning process. This document presents the history and present status of WACC, and develops a new philosophy and mission statement, institution and unit goals and objectives. It recommends that WACC make its educational programs more accessible to all citizens within its ten-county service area by decentralizing services to three main regional centers. Four different enrollment projections are made, for each of the major college programs. Overall, assuming the initiation of the three campus approach, it is estimated that WACC could offer services to over 13,000 people (4,789 FTE) by 1985, a 30 percent increase over 1975. A major goal is to develop as a statewide career education model, coordinating career development and preparation through secondary, postsecondary and community education services. Also reviewed are WACC's educational programs and services, support services, staff development programs, and physical and financial resources. (Author/NHM)

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Long-Range Self-Study
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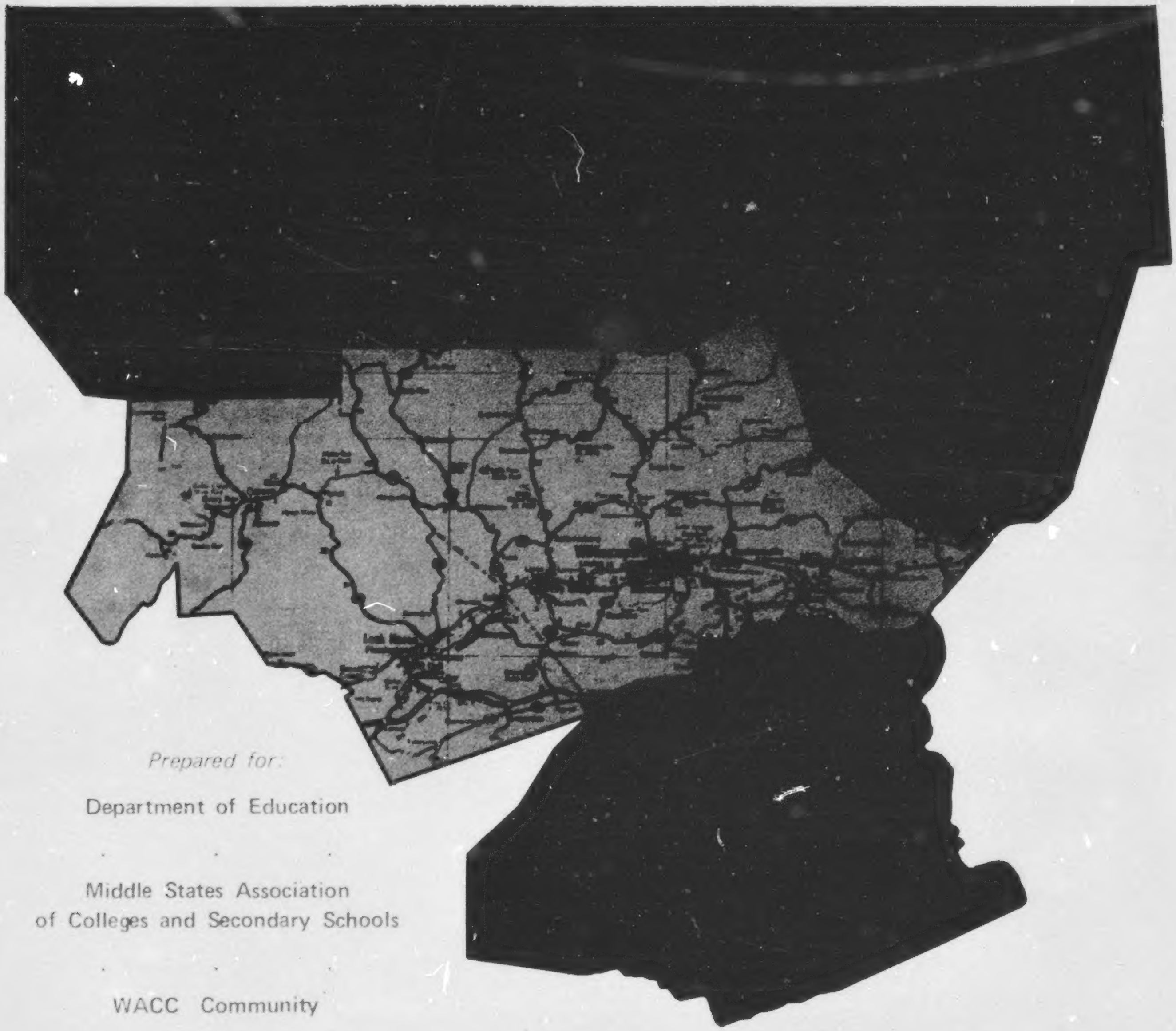

Prepared for:

Department of Education

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WACC Community

2

JC 760 191

A CAREER EDUCATION CENTER

The Williamsport Area Community College

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1975-1985

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
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ABSTRACT

This Self-Study Long-Range Plan contains hundreds of recommendations and objectives for The Williamsport Area Community College. The following statements constitute an abstract of some of the major findings and proposals relating to the long-range future of the College.

1. The planning process initiated to produce this Self-Study should form the genesis for a continuous, learning-oriented short and long-range planning process.

2. The College community has developed a new philosophy and mission statement, institutional and unit goals, and objectives. It is proposed that goals and objectives guide institutional action and decision-making.

3. The College should make its educational programs more accessible to all citizens within its ten-county service area by decentralizing services to three main regional Centers: Northern, Central, and Southern.

4. In conjunction with the decentralization of educational services to serve all citizens of our ten-county service area, the College should consider changing its name to one reflecting the entire service area.

5. Four different FTE (Full-Time Equivalent) projections are developed. A 1975-85 "desired state" projection indicates secondary program enrollment growth from 735 FTE students in 1975, to 1,058 in 1985, a 30% increase.

   Postsecondary enrollment, utilizing a three campus approach, would grow from a current 2,400 FTE, to 3,250 in 1985, a 26% increase. The Northern and Southern Centers would each serve 600 FTE, with the Williamsport/Allenwood campuses serving over 2,000.

   Community Education enrollment would almost triple, from 190 FTE in 1975, to 480 by 1985.

   Thus, the College could offer services to over 13,000 people (total of 4,789 FTE enrollments) by 1985--a 30% increase over 1975.

6. The Williamsport Area Community College should serve as a state-wide Career Education Model, coordinating career development and career preparation through an exemplary program of secondary and postsecondary education.

7. "Ladder-lattice" curricula, based upon the College's secondary and postsecondary instructional programs, should be developed to implement the concept of a five-year Career Education Model.

8. The College should develop a Career Development Center which utilizes both Student and Career Development services and Learning Resources.

9. The College should develop a comprehensive instructional assessment process, consisting of testing, advising, reviewing, orienting, and placing.

10. It is proposed that faculty explore and develop alternative methods of individualizing instruction.

11. A comprehensive Staff Development program for both professional and classified personnel should be implemented.

12. Management should be decentralized through the implementation of management by objectives (MBO).

13. The Computer Center should develop and implement an automated Management Reporting and Information System.

14. The College should obtain assistance to conduct a comprehensive needs assessment study in order to identify specific programs and services which should be developed at each of its regional centers. This study should include all existing educational agencies within the ten county service area. Non-duplication of existing facilities and services should be stressed.

15. The College should obtain professional assistance to carefully evaluate and subsequently renovate or construct facilities based on its long-range educational plans.

16. A multi-purpose Campus Center housing Learning Resources, Career Development Center, a Multi-Skills Center, Campus Store, and Student Union, should be developed.

17. The College should eliminate the operating deficit incurred in the years 1972-73 and 1973-74.

18. The College should identify additional measures of outcome.

LONG-RANGE SELF-STUDY

PREFACE

The following pages evolve from the research, thoughts, recommendations, and combined efforts of various committees and individuals who have labored to produce the beginning of a new planning process at WACC. The five long-range working committees produced working copies by the end of the 1975 Spring Semester. Last summer a few individuals from the Long-Range Steering Committee, aided by some working committee members, continued the process of developing our Long-Range Plan and editing committee reports.

Last fall the entire College community reviewed a working draft, commented upon it, and assisted in the process of refining and supplementing existing chapters, as well as developing unaddressed areas of concern.

We are attempting to define planning as a continuous process. This report simply represents our progress at this point in time. The report is not complete. In fact, our long-range educational plan will never be "complete." It should continually evolve and develop as WACC develops as an institution and as we respond to the changing needs of the region we serve.

Our planning process has not been perfect. We have much to learn. As we interact with one another, we should begin to see planning as a learning process, wherein we learn planning by doing planning. And we should learn through the dialogue stimulated by planning recommendations and objectives.

If over a period of time we can conceive a working model of planning as a process, both continuous and learning-oriented, we will have achieved perhaps the rarest and most precious result of planning.

William H. Feddersen
President

12-75

TABLE OF CONTENTS

CHAPTER PAGE

LONG-RANGE SELF-STUDY COMMITTEES ii

ABSTRACT iii

PREFACE v

LIST OF CHARTS x

I. INTRODUCTION 1

Long Range Planning: A Necessity 1
Change Demands Planning 1
Change Demands Continuous Assessment 2
Self-Renewal 2
Planning and Idealism 3
Summary 3

II. HISTORICAL AND PRESENT STATUS OF THE WILLIAMSPORT AREA COMMUNITY COLLEGE 5

Where We Are Today 9

III. PLANNING A DESIRED STATE--RETHINKING PHILOSOPHY, MISSION, GOALS, AND OBJECTIVES 13

Career Education as Concept 14
Philosophy and Mission 16
Institutional Goals 16
A Planning, Management, and Evaluation Model (PME) 24

IV. REGIONAL PROFILE 27

WACC Service District Area 30
Northern 33
Central 36
Southern 38
Conclusion 41

CHAPTER PAGE

V. LONG-RANGE ENROLLMENT AND EDUCATIONAL ACCESSIBILITY 43

Enrollment Projection Variables 43
Two Methods of Projecting Headcount and
  FTE Enrollment 47
Enrollment Projections 48
Postsecondary 48
Community Education 51
Secondary 54

VI. EDUCATIONAL PROGRAMS AND SERVICES 61

Curriculum and Instruction 61
Instructional Assessment 61
Developmental Studies 64
College and University Transfer Programs 64
Career Education: Ladder-Lattice Concept 64
Community Education 66
Regional Education Centers 67
Correctional Programs 67
Special Worklife Programs 68
Curriculum and Instruction Planning Process 68
Curriculum and Instruction Unit Goals 75

VII. SUPPORT SERVICES 97

Student Profile 97
Introduction 99
Postsecondary Student and Career Development 99
  Admissions and Records 102
  Financial Aid 104
  Counseling 104
  Vocational Diagnostic Program 107
  Housing 108
  Health Services 109
  Student Activities 109
  Career Placement 110
  Student and Career Development--
    Postsecondary Unit Goals 112
Secondary 121
  Pupil Personnel Services--Secondary Unit Goals 124
Learning Resources 128
  Learning Resources Center Unit Goals 131
Computer Center 136
  Computer Center Unit Goals 137

CHAPTER PAGE

Administrative Services 142
Administrative Services Unit Goals 142
WACC Principles of Administration 143
All College Committees 145
Responsibilities of All-College Committees 146

VIII. STAFF DEVELOPMENT 151

Historical Perspective 152
Summary of Analysis of Staff 153
Current Staff Development Activities 155
Staff Attitude Toward Development 156
Expressed Deficiencies 157
Staff Development Recommendations 158

IX. PHYSICAL AND FINANCIAL RESOURCES 173

A. Facilities 173
Definition 173
A Study of Present Facilities: 1975 173
Attitudes Toward Facilities 175
Goal Setting Survey--1974-75 175
Facilities Needs: 1975 176
Facilities Planning Guidelines 180
Facilities Needs: 1976-1980 182
Facilities Needs: 1975-1985 183
Facilities Recommendations 184

B. Finance 187
Source of Funds, Operating, and Capital 187
Budget Preparation and Priorities 193
Nature and Amount of Indebtedness 194
Accounting, Auditing, and Control of Expenditures. . 195
Plant Maintenance, Repairs, Replacement 196
Insurance and Investments 198
Long-Range Budgets 201

X. OUTCOMES 203

Placement of Graduates 203
1975 Student Graduate Transfer Summary 206
Commencement Survey 1975 209
Attrition Rate 210

IX. SUMMARY 211

LIST OF CHARTS

CHAPTER PAGE

II. HISTORICAL AND PRESENT STATUS OF THE WILLIAMSPORT AREA COMMUNITY COLLEGE 5

Figure 1 -- Source of Students at The Williamsport Adult School (1940) 6
Figure 2 -- Organization Chart -- Technical Institute . 7
Figure 3 -- Organizational Chart -- The Williamsport Area Community College 10

III. PLANNING A DESIRED STATE--RETHINKING PHILOSOPHY, MISSION, GOALS, AND OBJECTIVES 13

Figure 4 -- Career Education 15
Figure 5 -- Career Education 22
Figure 6 -- Career Education 23
Figure 7 -- A Model of The Williamsport Area Community College 25

IV. REGIONAL PROFILE 27

Map -- WACC Ten County Service District Area 28
Chart -- WACC Service District Municipality Population . 29
Chart -- Two Digit Industry Employment (Total Jobs) . . 31
Figure 8 -- Population by Sex, Age 32

V. LONG-RANGE ENROLLMENT AND EDUCATIONAL ACCESSIBILITY . . . 43

Chart -- Fall Headcount and FTE -- Postsecondary 44
Map -- Existing Community College Districts/ Potential Community College Type Educational Opportunities 46
Chart -- Degree and Certificate/ Summary of Postsecondary FTE Projections, 1975-1985 . . 51
Chart -- Ratio of Community Education Enrollment to the Population of WACC Ten County Service Area District: Actual and Projected 53
Chart -- Summary of Secondary Headcount and Projections, 1975-1985 55
Chart -- Summary of College FTE Projections 58
Chart -- Total College FTE Projections, 1975-1985 . . . 59

CHAPTER PAGE

VI. EDUCATIONAL PROGRAMS AND SERVICES 61

Diagram -- Instructional Assessment 61
Diagram -- Learning Diagram 63
Figure 9 -- Williamsport Area Community College, Long-Range Program Planning Model 69
Chart -- Enrollments--Postsecondary 70
Chart -- Enrollments - Secondary 74
Chart -- Cooperating Institutions 92

VII. SUPPORT SERVICES 97

Chart -- Learning Resources Center Materials/Equipment . 129
Chart -- Learning Resources Center Growth: 1970-1975 . . 130
Figure 10 -- Policy Planning, Governance, and Decision Making Structure 149

IX. PHYSICAL AND FINANCIAL RESOURCES 173

A. Facilities 173
Map -- Campus Map 177
Chart -- Facilities Needs: 1975 178

B. Finance 187
Chart -- Operating Income and Expenditures 189
Chart -- Capital -- Income and Expenses 1971-1976 . 190
Chart -- Tuition Charges 191
Chart -- Fund Balances 192
Budget Summaries 192
Chart -- Tuition and Service Fee 1970-1976 199
Tuition and Service Fee Projections 199
Chart -- Ten Year Budget Projections 200

X. OUTCOMES 203

Chart -- Placement Report, Class of 1974 203
Chart -- 1975 Student Graduate Transfer Summary 206
Chart -- Commencement Survey 1975 209
Chart -- Attrition Rate 210

I. Introduction

Planning and decision-making are virtually synonomous. Both are essentially a *thinking process* aimed at the most effective use of resources to accomplish the most important objectives. Because of inherent organizational complexities, this has never been a simple task for an institution of higher education. But today, the difficulty is compounded by the magnitude of changes in social values, educational needs, funding requirements and sources of competition. Consequently, there is an urgent need for a systematic process of planning—one that enhances participation and provides flexibility—in order to achieve desired results in a future environment that will not be like the past, nor like we think it will be . . . and which will change at a faster rate than ever before.

Edward J. Green

I. INTRODUCTION

Long-Range Planning: A Necessity

The Twentieth Century has witnessed tremendous strides in mankind's quest for factual knowledge and technological advancement. Both outer space and inner space have been deeply probed and analyzed. Nor has this quest slowed. Rather, it has accelerated, while at the same time, the fruits of earlier investigations are translated into tons of documents and reports.

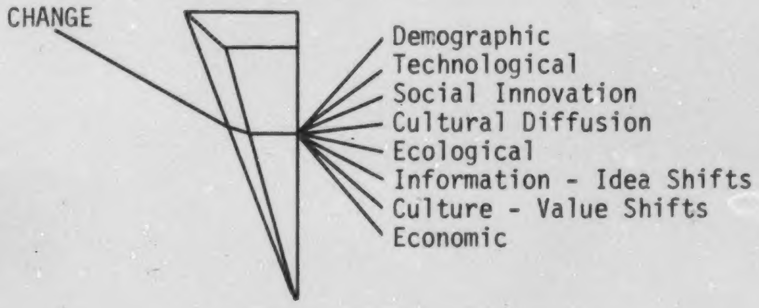
A Notable Example

The United States began work in 1961 on a long-range plan to land a man on the moon and effect his safe return. The culmination of these efforts took place on July 20, 1969, as two men landed on the moon, and on July 24, 1969, when they safely returned to this planet. Outcomes of tests and experiments conducted as a result of this long-range plan have proved salutory to man in a variety of new products and programs.

Change Demands Planning

Planning is necessary. It is vital. The Dinosaur and Black Footed Ferret had neither the opportunity nor the means to plan. They are extinct. Man has the means. Furthermore, he has the opportunity. Only man, either individually or in groups, can seek to control his future.

The decade of the Seventies, perhaps more than any other time, makes planning imperative. We live in an era of rapid and unprecedented change, an era verging on the disturbing and on the unpredictable. Rapid change is seen at work in almost every aspect of life as it has never been seen before. The nature of social change is complex, but the following illustration portrays its range:[1]



These factors of change have led to a series of crises astounding in their variety and their magnitude. Recently we have had crises of ecology and environment, crises of energy, crises of ethics and the establishment, and crises in the economy and budget. In higher education, we see public disenchantment where before there was acceptance; rising expectations on the part of the student body where before there was passivity; fewer students and fewer dollars where before there seemed to be an unending supply of both; and finally, a demand for accountability in the classroom and the administration where before there was a laissez-faire attitude permeating the system.[2]

The future of WACC, like the future of higher education, must deal with these crises. Whenever we talk about the future, we are talking about planning a desired state. For educational planning we can use Combs' definition: "the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society."[3] The key rationale for planning is to achieve results. It is not intended to be a theoretical exercise or a thinking gymnastic. Basically then, planning becomes a process of preparing actions to achieve objectives. In its simplest form, this process can be expanded into two dimensions;

1. From subconscious to conscious and from informal to formal

2. From short-range to intermediate to long-range

Change Demands Continuous Assessment

Higher educational institutions in general have been slow to accept change and slower still to initiate it. Planning has been anything but long-range. Consequently, until recently many colleges have failed to adequately and realistically assess their goals, programs, and operations. This sad plight of many of our institutions of higher education is attested to as many colleges find themselves experimenting with countless new ideas to improve operations.[4] The survivors of this struggle will be wiser than in the past. No longer will they neglect action-oriented planning or on-going assessment of their operations.

Self-Renewal

The first step in a continuous action-oriented planning process is for the institution to know itself. Institutions periodically undergo a self-evaluation process in preparation for a visit from an accrediting agency. This process is a useful beginning in the quest for self-knowledge. Unfortunately, many institutions stop the process after the accrediting team has left the campus. We have been told by a long line of sages, from Socrates to Reinhold Niebuhr, how extremely difficult the process of self-knowledge can be. Perhaps Niebuhr, one of the most influential American theologians in the Twentieth Century, best expressed it for higher education when he said:

> If the self-centered self is shattered by a genuine awareness of its situation, there is the power of a new life in the experience.[5]

If our institutions, which in essence are individuals grouped together in common purpose, can break out of the molds formed over a period of years, then institutional self-renewal can take place. It is these molds which impede self-understanding and renewal. There are too many of us who are content with them and with the comfortable routines they spawn. Once we begin to openly assess these molds, then we can effectively begin the process of self-renewal.

Planning and Idealism

Innumerable obstacles confront any type of plan. Ackoff states it well when he says: "Planning is one of the most complex and difficult intellectual activities in which man can engage."[6]

Nevertheless, if we at WACC so choose, we can create new paths to reach desired goals. Planning is predicated on the belief that the future can be improved by active intervention now. If we so choose, we can move ahead on these paths, knowing we might occasionally fail. We should, however, learn from the experience and move ahead once more.

Planning presupposes some forecast of what is likely to happen if there is no planned intervention. According to Ackoff, this can be called a reference projection. If this reference projection is satisfactory, planning is not required. If not, a second projection, describing where the organization wants to be and when it wants to be there, is conceived. The difference between the reference and wishful projection defines the gap to be filled by planning. A description of how far planners believe the organization can go toward fulfilling its aspirations can be called the planned projection.

Summary

Education is sufficiently important to be gone about deliberately, and is sufficiently related to external forces causing rapid change to be kept deliberately vital and adaptive to the needs of the individual and the community. There is an urgent need for a systematic process of planning that enhances participation and provides flexibility in order to optimize results in a future environment that will not be like the past, nor like we think it will be, and that will change at a faster rate than ever before.

Footnotes

[1] Alvin Toffler, Learning for Tomorrow: The Role of the Future in Education (New York: Random House, 1974), p. 114.

[2] S. V. Martorana and Eileen Kuhns, Managing Academic Change (San Francisco: Jossey-Bass, 1975), pp. 2 - 3.

[3] Ibid., p. 1.

[4] John W. Gardner, Self-Renewal: The Individual and the Innovative Society (New York: Harper and Row, 1963), p. 14.

[5] Russell Lincoln Ackoff, Concept of Corporate Planning (New York: Wiley-Interscience, 1970), p. 1.

II. Historical and Present Status of The Williamsport Area Community College

The Williamsport Area Community College has demonstrated pioneer leadership in vocational education since the early part of the twentieth century. Today, as we enter the last quarter of this century, we plan to continue to build upon our long tradition as a a unique educational institution serving the needs of both secondary, postsecondary, and community education students.

William H. Feddersen

II. HISTORICAL AND PRESENT STATUS OF THE WILLIAMSPORT AREA COMMUNITY COLLEGE

In the early 1900's two groups of people fought for a common goal: support for a public two-year junior college. University educators and public school administrators, each group with its own reasons, saw great benefits coming from the establishment of such an institution. University educators perceived the public two-year college as an instrument for the democratization of education and a means of relieving their overcrowded facilities from the large number of students seeking admission.[1] Public school personnel and the lay people in their districts saw additional and accessible college opportunities for themselves and their children, thus affirming the belief that public education should be extended upward.[2]

The goal was definitely achieved, as the statistics from 1917 to 1974 reveal. Public two-year junior colleges grew from 14 such institutions in 1917 to 1,165 in 1974. The enrollment multiplied from 1,367 students in 1917 to 3,144,643 in 1974.[3]

In the same year that the world first went to war, 1914, anyone watching closely would have seen the planting of the seed which was eventually to become The Williamsport Area Community College. That was the year that a small industrial arts shop was established at the Williamsport High School. This tiny shop gradually developed into a program which attracted national attention in the difficult and desperate years of the 1930's. Known as "The Williamsport Plan," the program sought to retrain men and women from the ranks of the unemployed in order to combat the growing shortages of skilled tradespeople. The "Plan" began early in 1931 with an experimental class which encompassed not only unemployed individuals, but also youth from the Civilian Conservation Corps and the National Youth Administration.

By 1940 this program, which began so meekly in 1914, was a flourishing organization, administered by the Williamsport School District, with numerous activities grouped under the name "The Williamsport Adult Program." Students were coming not only from the local area, but from areas throughout the Commonwealth, as is illustrated in Figure 1.[4]

The growing number of students, the problems in continuing to run the program as a high school operation, and the desire to better equip graduates for employment led to a proposal for the establishment of a Technical Institute. George H. Parkes, Director of the program, submitted the proposal in October of 1940. The Williamsport Technical Institute was officially founded in 1941 with a headcount of 6,500 students. The structure of the Institute is seen in Figure 2.[5]

Source of Students

at

The Williamsport Adult School

Williamsport, Pa.

(1940)

Dots represent source only, not number of students.

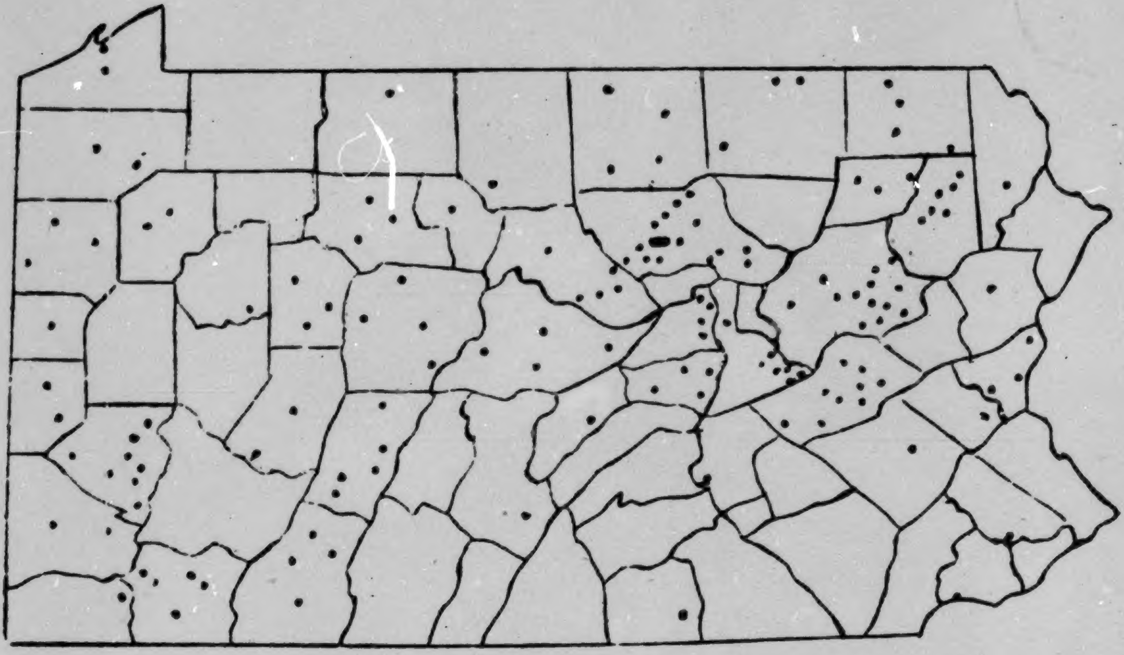
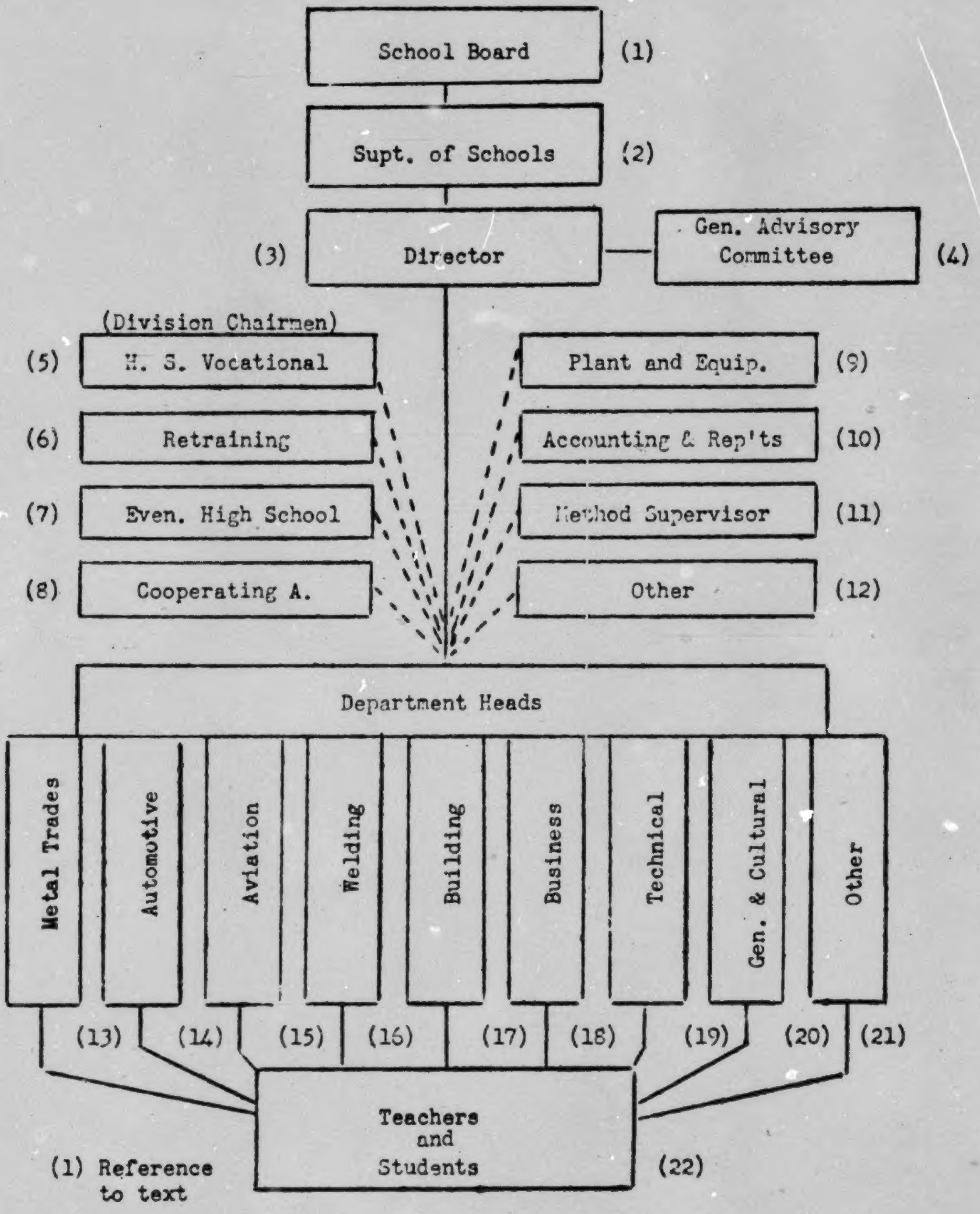


Figure 1


School Board (1)
Supt. of Schools (2)
(3) Director
Gen. Advisory Committee (4)
(Division Chairmen)
(5) H. S. Vocational
(6) Retraining
(7) Even. High School
(8) Cooperating A.
Plant and Equip. (9)
Accounting & Rep'ts (10)
Method Supervisor (11)
Other (12)
Department Heads
Metal Trades
Automotive
Aviation
Welding
Building
Business
Technical
Gen. & Cultural
Other
(13)
(14)
(15)
(16)
(17)
(18)
(19)
(20)
(21)
Teachers and Students (22)
(1) Reference to text

Direct

Advisory

ORGANIZATION CHART
Technical Institute
(Proposed)
Williamsport, Pa.

GHP 11/15/40

Figure 2

During the first years of the Institute's life, intensive training was provided for defense industries. The Institute operated twenty-four hours a day. At the same time, the needs of returning veterans were being considered by Institute personnel. Plans were made in cooperation with local manufacturers to train veterans for civilian jobs. Much of this planning had already been completed when the G.I. Bill of Rights was passed by the United States Congress in 1944.[6]

Inherent in the purpose of the Williamsport Technical Institute, the training of men and women for careers in the field of technical or applied arts, was a close link with the fledgling two-year public college movement. Efforts had begun in Pennsylvania as early as 1948 to establish community colleges in the Commonwealth. Various governors had set up committees to study this concept. Committee reports were filed in 1957, in 1961, and again in 1963. The 1963 report was the last; authorizing legislation passed in the same year with Act 484, "The Community College Act."

Community colleges are indeed unique institutions. They differ from one another in many ways. But they all share a number of common characteristics:

> The range of educational offerings will usually include developmental courses below collegiate grade; one and two-year programs in technical and semi-professional fields leading to careers after graduation; and transfer programs that qualify the graduate to enter the third year of a four-year college or university. In addition, a wide variety of courses, seminars, and short programs, both credit and non-credit, are generally offered for the part-time student during day or evening hours.[7]

The first such institution to open its doors in the Commonwealth was the Harrisburg Area Community College. It enrolled students for the Fall Term of 1964. The following year saw the Williamsport Technical Institute become The Williamsport Area Community College. Bucks County and Philadelphia Community College also began in the same year.[8]

The Williamsport Area Community College, or WACC, as it has often been called, officially began operations on September 8, 1965. Registration was held on that day and classes began on the 13th. An examination of the College's first catalog will reveal that WACC did indeed reflect the common community college characteristics mentioned above. A full range of liberal arts courses was offered in a transfer program. In the School of Applied Arts and Sciences, twenty-seven Associate Degree programs were organized under eighteen departments.

The College was accredited in 1970 by the Middle States Association of Colleges and Secondary Schools. The College continued to make progress and enrollments continued to grow. However, the golden decade of the sixties was over and major changes were taking place nationally. The impact of these changes was unanticipated by institutions of higher education and threw many into a financial tailspin. WACC was no exception. Colleges and universities thought that enrollment growth would continue forever. The public knew better. Ostensibly, higher education reached its saturation point. It also felt the impact of the removal of student military deferrals. WACC continued to project enrollment growth.

However, in 1972 and again in 1973 projected enrollments were not met. Consequently, in two short years, the College accumulated a $600,000 deficit. In June of 1973 Dr. Kenneth E. Carl resigned as President of the College and on March 15, 1974, Dr. William H. Feddersen, Dean and Director, Clarinda Campus, Iowa Western Community College, was elected by the Board of Trustees as the second President of the College.

Where We Are Today

Within two weeks after assuming office, the new President made extensive revisions in the proposed 1974-75 budget, reorganized the administrative structure of the College, and began to implement a philosophy of cost centers and decentralized decision making. A number of administrative layers were eliminated in order to streamline operations. Figure three illustrates the new structure.

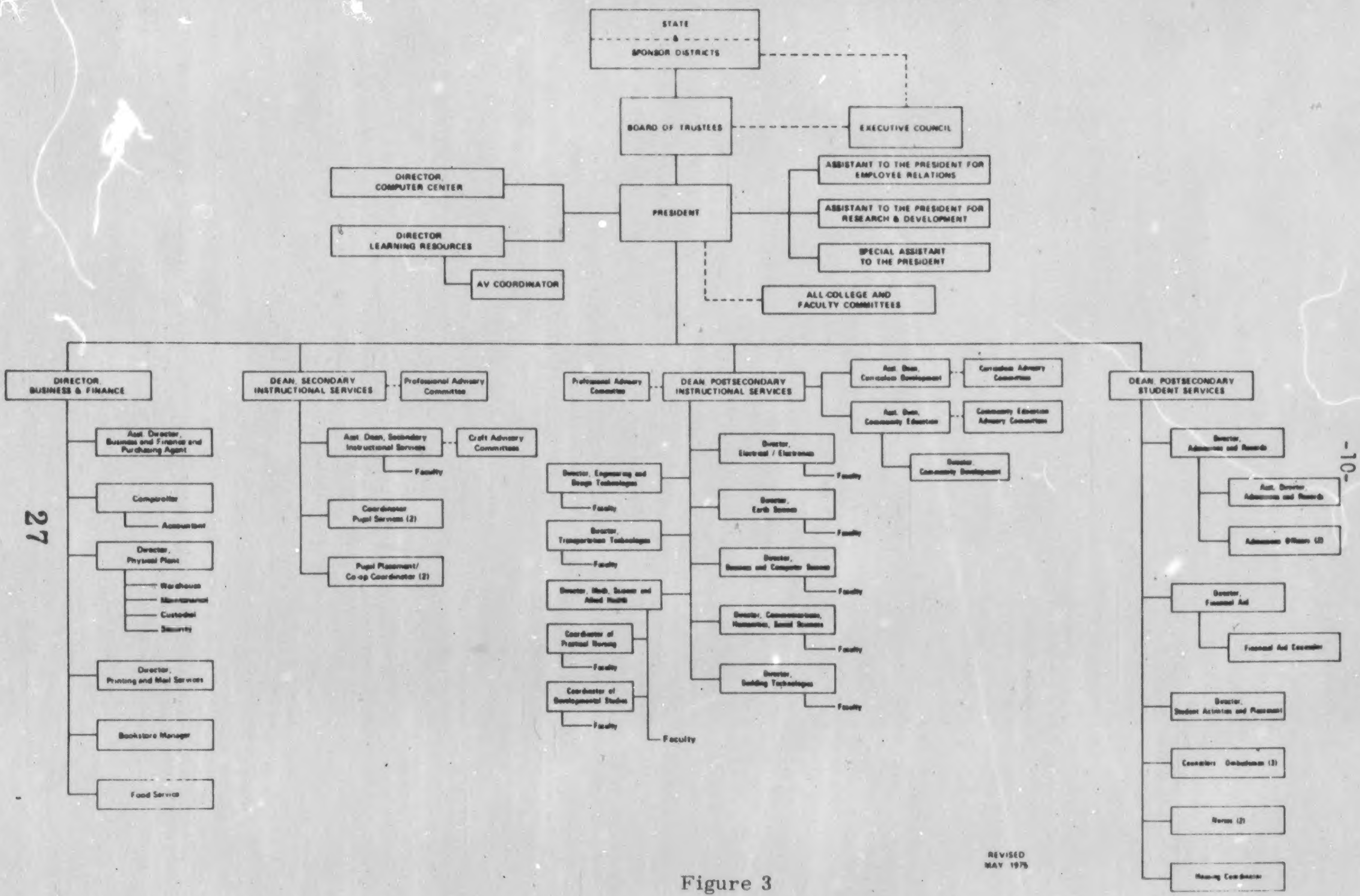
Formerly, the College was organized into three schools: Liberal Arts, Applied Arts, and Continuing Education. The area-vocational-technical program for high school students was part of the School of Applied Arts. Under the new structure, the three schools were merged to form Post-Secondary Instructional Services. The AVTS program was upgraded to equal status, and is now called Secondary Instructional Services. Each instructional service area is headed by a Dean.

Postsecondary Instructional Services is now composed of eight divisions instead of twenty-six departments. Community Services and Community Education were placed in the Postsecondary Instructional Services area under the direction of an assistant dean.

Another change was the combination of Library Services and Audio-Visual Services into a single program, Learning Resources. This change should assist in the process of making learning materials, both print and non-print, and equipment available to the faculty in a coordinated fashion. The Offices of Business and Finance, the Computer Center, physical plant, and auxiliary services were combined in 1975-76 to form an administrative services unit.

Once reorganization was underway, long-range planning began with all segments of the college community - trustees, students, faculty, administration and staff - involved in reassessing philosophy, goals, and objectives.

ORGANIZATIONAL CHART - The Williamsport Area Community College


STATE
&
SPONSOR DISTRICTS
BOARD OF TRUSTEES
EXECUTIVE COUNCIL
PRESIDENT
DIRECTOR, COMPUTER CENTER
DIRECTOR LEARNING RESOURCES
AV COORDINATOR
ASSISTANT TO THE PRESIDENT FOR EMPLOYEE RELATIONS
ASSISTANT TO THE PRESIDENT FOR RESEARCH & DEVELOPMENT
SPECIAL ASSISTANT TO THE PRESIDENT
ALL-COLLEGE AND FACULTY COMMITTEES
DIRECTOR, BUSINESS & FINANCE
Asst. Director, Business and Finance and Purchasing Agent
Comptroller
Accountant
Director, Physical Plant
Warehouse
Maintenance
Custodial
Security
Director, Printing and Mail Services
Bookstore Manager
Food Service
DEAN, SECONDARY INSTRUCTIONAL SERVICES
Professional Advisory Committee
Asst. Dean, Secondary Instructional Services
Craft Advisory Committees
Faculty
Coordinator Pupil Services (2)
Pupil Placement/ Co-op Coordinator (2)
Professional Advisory Committee
DEAN POSTSECONDARY INSTRUCTIONAL SERVICES
Asst. Dean, Curriculum Development
Curriculum Advisory Committees
Asst. Dean, Community Education
Community Education Advisory Committees
Director, Community Development
Director, Electrical / Electronics
Faculty
Director, Earth Science
Faculty
Director, Business and Computer Science
Faculty
Director, Communications, Humanities, Social Sciences
Faculty
Director, Building Technologies
Faculty
Director, Engineering and Design Technologies
Faculty
Director, Transportation Technologies
Faculty
Director, Math, Science and Allied Health
Coordinator of Practical Nursing
Faculty
Coordinator of Developmental Studies
Faculty
Faculty
DEAN, POSTSECONDARY STUDENT SERVICES
Director, Admissions and Records
Asst. Director, Admissions and Records
Admissions Officers (2)
Director, Financial Aid
Financial Aid Counselor
Director, Student Activities and Placement
Counselors Ombudsmen (3)
Nurses (2)
Housing Coordinator

REVISED
MAY 1975

Figure 3

The past two years have demonstrated the College's ability to respond to changing times. In the fall of 1974, enrollment began to grow again. For the first time in three years actual enrollment exceeded projections and most of the retrenched faculty returned to the classroom. At the end of the 1974-75 fiscal year the College was able to reduce the existing deficit by over $200,000.

In September, 1975, postsecondary enrollment increased another 19 percent, and is now close to an all time high. Secondary vocational enrollment also continues to increase each year. By the end of the 1975-76 fiscal year the College plans to reduce the deficit by another $100,000. Rebounding from several difficult years, The Williamsport Area Community College is now ready to continue its development as a unique five-year educational institution serving career needs of both secondary and postsecondary students.

Footnotes

[1] R.R.Fields and Associates, Community Colleges in Pennsylvania: A Report to the State Board of Education (Commonwealth of Pennsylvania, 1965), p. 4.

[2] Ibid., p. 4.

[3] Ibid., p. 6.

[4] George Parkes, Proposed Technical Institute Organization (Internal Report, Williamsport, Pennsylvania, 1940), Chart not numbered.

[5] Ibid.

[6] K. E. Carl, Williamsport Technical Institute: General Information and Brief History (Internal Report, Williamsport, Pennsylvania, 1959), p. 4.

[7] N. D. Evans and R. L. Neagley, Planning and Developing Innovative Community Colleges (Englewood Cliffs, New Jersey: Prentice Hall, 1973), p. x.

[8] R. R. Fields and Associates, op. cit., pp. vii - ix.

III. Planning a Desired State Rethinking Philosophy, Mission, Goals, and Objectives

We believe in people—in their dignity, in their worth as individuals, and in their capacity to develop their abilities to the fullest potential. We believe that people who perform competently and who find meaning in their work will be healthier and happier people, and the organizations in which they work and the communities in which they live will benefit. We believe in an integrated approach to learning where education and the world of work function in a cooperative atmosphere. We believe that by assisting people in discovering, preparing for, developing, and maintaining a career we are also developing the individual and the community.

III. PLANNING A DESIRED STATE
RETHINKING PHILOSOPHY, MISSION, GOALS, AND OBJECTIVES

As mentioned in Chapter I, whenever we talk about the future we are talking about planning a desired state. The desired state is a description of what the College wants to become, what it wants to accomplish in order to fulfill its mission. Imperative to successful planning is an understanding by Trustees, administration, and faculty of what is meant by philosophy, mission, goals, and objectives, and how these elements relate to each other in the planning process.

In our philosophical statement we attempt to briefly articulate the institution's central values and beliefs. When beliefs and values are understood and internalized, they become a high-level, abstract standard or criterion for guiding actions, attitudes, evaluations, and justifications. The philosophical statement transcends mission, goals, and objectives to describe ultimate desired/valued end-states.

The mission statement briefly describes the central purpose of the College. The purpose of an institution must be an outgrowth of, and thus, consistent with, the philosophical statement. The mission statement is stated at a lower level of abstraction than the philosophical platform, and is therefore a more specific yardstick to guide future plans and current actions.

Institutional goals translate the mission statement into a series of broad institutional purposes. Primary institutional goal statements are those that relate to the primary institutional mission. Support goals, both internal and external, are those that directly support primary goals and are therefore absolutely important in determining whether or not the College fulfills its mission.

Unit goals are more specific than institutional goals and reflect the central aims of major units of the College.

Objectives are more specific than goals. They are action-oriented guides which attempt to clearly specify desired results over a specific period of time. In addition, objectives must assign responsibility and estimate the cost of achieving the objective. Thus, the primary unit of planning is the objective.

Long-range planning involves formulation of philosophy, mission, institutional goals, unit goals, and objectives. Short-term planning involves developing alternative courses of action for each objective, evaluating each, and deciding on which plan is most appropriate. The means by which objectives are implemented vary from a specific course of action through policy, programs, and procedures. In addition, short term planning involves evaluating current programs, policies, and procedures used to implement existing objectives, and developing new and better programs, policies, and procedures.

In fulfilling the first step in its long-range planning process, the College, through the Steering Committee, developed proposed new philosophical and mission statements and involved students, faculty, administrators, Trustees, advisory committee members, classified staff, Executive Council members, sponsor school district superintendents, and alumni in a Goal-Setting survey designed to develop high-priority institutional goals. The survey sought reactions to twenty-six primary institutional goals and fourteen support goals. Respondents could also list additional goals. In addition, a response to five major planning questions was sought. A five-point scale, from no importance to extremely high, was used to rate each proposed goal statement.

Statement priority was determined by combining ratings 4 (high) and 5 (extremely high), and ranking the combined scores.

A draft copy of the results -- proposed philosophical statement, mission statement, and institutional goals was distributed to all parties for comment and additional input. This input was used to develop final proposed philosophical-mission statements and institutional goals. As a result of this second review, some additional changes were made. These efforts led to the new College philosophy, mission, and goals on the following pages.

Career Education as Concept
A Definition

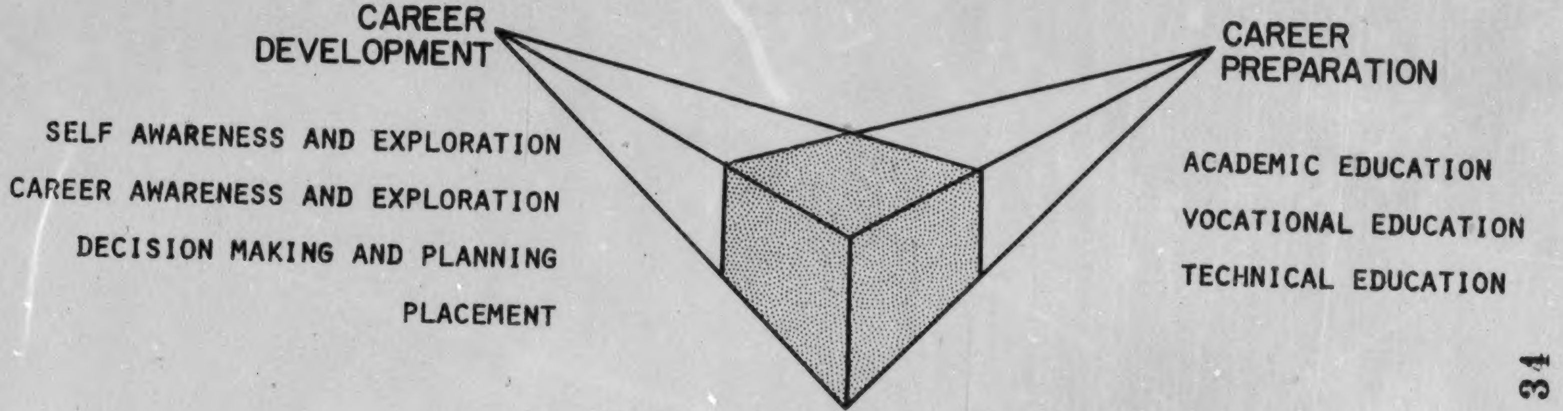
The primary goals of the College can be summarized by the term Career Education.

The following dialogue on career education is not intended to be exhaustive or exclusive, but is instead to focus on the more fundamental and relevant conceptual issues. Hopefully, this description will serve faculty, administrators, and laity as an introduction to a concept of career education that, in essence, supports the proposition that a fundamental purpose of education is to prepare individuals to live productive and rewarding lives.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions of the words "career" and "education."

CAREER EDUCATION


CAREER
DEVELOPMENT
SELF AWARENESS AND EXPLORATION
CAREER AWARENESS AND EXPLORATION
DECISION MAKING AND PLANNING
PLACEMENT
CAREER
PREPARATION
ACADEMIC EDUCATION
VOCATIONAL EDUCATION
TECHNICAL EDUCATION

an integrated approach

A Reference Guide: Goals and Performance Indicators,
Michigan Career Development Program,
Michigan Department of Education, 1973.

Figure 4

PHILOSOPHY AND MISSION

PHILOSOPHICAL PLATFORM

WE BELIEVE IN PEOPLE -- IN THEIR DIGNITY, IN THEIR WORTH AS INDIVIDUALS, AND IN THEIR CAPACITY TO DEVELOP THEIR ABILITIES TO THE FULLEST POTENTIAL. WE BELIEVE THAT PEOPLE WHO PERFORM COMPETENTLY AND WHO FIND MEANING IN THEIR WORK WILL BE HEALTHIER AND HAPPIER PEOPLE, AND THE ORGANIZATIONS IN WHICH THEY WORK AND THE COMMUNITIES IN WHICH THEY LIVE WILL BENEFIT. WE BELIEVE IN AN INTEGRATED APPROACH TO LEARNING WHERE EDUCATION AND THE WORLD OF WORK FUNCTION IN A COOPERATIVE ATMOSPHERE. WE BELIEVE THAT BY ASSISTING PEOPLE IN DISCOVERING, PREPARING FOR, DEVELOPING AND MAINTAINING A CAREER WE ARE ALSO DEVELOPING THE INDIVIDUAL AND THE COMMUNITY.

MISSION STATEMENT

IT IS THE MISSION OF THE WILLIAMSPORT AREA COMMUNITY COLLEGE TO PROVIDE PERFORMANCE-ORIENTED EDUCATIONAL SERVICES RESPONSIVE TO THE CURRENT AND FUTURE NEEDS AND INTERESTS OF INDIVIDUALS AND ORGANIZATIONS IN OUR SERVICE AREA. WE ARE DEDICATED TO WORKING WITH OTHER AGENCIES IN DEVELOPING THE FULL POTENTIAL OF INDIVIDUALS AND COMMUNITIES IN OUR AREA. WE ARE DEEPLY COMMITTED TO PROVIDING QUALITY AND ACCESSIBLE CAREER EDUCATION ON BOTH THE SECONDARY AND POSTSECONDARY LEVEL, AS WELL AS LIFELONG LEARNING OPPORTUNITIES. WITHIN THE RESOURCES AVAILABLE TO US, WE WILL ATTEMPT TO CARRY OUT OUR MISSION AS EFFICIENTLY AS POSSIBLE. ABOVE ALL, WE CARE ABOUT PEOPLE AND WILL ATTEMPT TO FULFILL OUR MISSION WITHIN THE CONTEXT OF A HUMANISTIC EDUCATIONAL ENVIRONMENT.

INSTITUTIONAL GOALS

PRIMARY GOALS

1. Provide equal educational opportunities for all citizens of the service area within the context of a humanistic educational environment.

2. Prepare or retrain individuals for employment and advancement through a comprehensive program of career education.

3. Provide services which assist secondary and postsecondary students to explore their career interests, recognize their aptitudes, develop an educational program which best suits their needs, interests, and potential for personal growth, and obtain employment in their chosen fields.

4. Contribute to the life-long learning opportunities of our service area through on and off-campus educational programs in cooperation with other organizations.

SUPPORT GOALS (Internal)

5. Strive for effectiveness and efficiency in all aspects of institutional operation.

6. Provide appropriate facilities, attractive grounds, and a physical environment which stimulate and enhance learning.

7. Offer programs of staff development for all personnel which foster an institutional climate favorable to individual growth and encourage participation in decision-making by all constituents.

8. Provide an opportunity for communication between the College and all those affected by its operation.

SUPPORT GOALS (External)

9. Provide for adequate financial resources to support the institution's programs and services.

10. Cooperate with other institutions, organizations, and agencies in formulating and implementing viable programs and services.

11. Communicate the College's mission, goals, objectives, and programs to the public.

12. Maintain accountability to the public, to students, to sponsor school districts, and to the State with regard to the educational, fiscal, legal, and contractual aspects of the operation of the College.

In seeking a generic definition for career education, these words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is the totality of experiences through which one learns.
>
> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than a definition of all of life or one's reasons for living.[1]

Inception of Career Education

In 1971, Dr. Sidney P. Marland, Jr., then U.S. Commissioner of Education, introduced the concept of career education as one of several possible responses to the call for educational reform. His concern, as later reflected by such groups as the National Association of Secondary School Principals and the National Advisory Council on Vocational Education, was that the artificial separation "between things academic and things vocational" should be eliminated.

It was observed that:

> Students should have preparation to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he/she chooses--whether at age 16 as a craftsman apprentice, at age 19 as a technician, or age 30 as a surgeon, or age 50 as a newly trained practical nurse.[2]

Bridging the Gap--A Common Thread

Career education is designed to:

1. Increase the relationship between educational institutions and society as a whole

2. Provide opportunities for counseling, guidance and career development for all students

3. Relate the subject matter of the curricula to the needs of persons to function fully in society

4. Extend the concept of the education process beyond the college into the area of employment and the community

5. Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence

6. Eliminate any distinction between education for vocational purposes and general or academic education.

Career education as a concept links learning activities with jobs along the entire range of skills--from subtechnical to the professional career--and, in addition, emphasizes decision-making skills to improve individual choices concerning work and education or training.

Skills developed in communication, the sciences and mathematics, the humanities, and the social sciences are integral and vital "survival" skills as demanded by the job, the marketplace, and the personal need to develop abilities to the fullest potential.

In this sense, career education is a concept of education which unites general and vocational education to assist the individual in the identification, development and maintenance of a career throughout a lifetime. Stated another way, all types of educational experiences, curriculum, instruction, and counseling should involve preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.[3]

According to Garth L. Mangum, national manpower and employment specialist, Career Education has several key concepts:

1. Preparation for successful working careers will be an important objective of all education.

2. Every teacher in every course will emphasize the contribution that the subject matter can make to a successful career.

3. "Hands-on" occupation oriented experiences will be utilized as a method to teach and to motivate the learning of abstract academic content.

4. Career preparation will recognize the mutual importance of work attitudes, human relations skills, orientation to the nature of the working world, exposure to alternative career choices, and the actual acquisition of job skills.

5. Learning will not be reserved for the classroom or shop; learning environments for career education will be identified in the home, the community, and employing establishments.

6. Career education begins in early childhood and continues through the regular school years. It allows the opportunity for career upgrading and change for adult workers, and includes productive use of leisure time and retirement years.

7. Career education is a basic and pervasive approach to all education, but it in no way conflicts with other legitimate educational objectives such as citizenship, culture, family responsibility, and basic education.

8. The schools cannot shed responsibility for the individual because he has graduated or dropped out. Career placement services indicate that the school has the responsibility to help the graduate/former student until he has his feet firmly planted on the next step of the career ladder, to help get him back on the ladder if his foot slips, and to be available to help him onto a new ladder at any point in the future.[4]

At The Williamsport Area Community College, Career Education should include:

1. The opportunity to become aware of the diversity of career opportunities.

2. The opportunity to have access to factual up-to-date information on all careers.

3. The opportunity to assess individual interests, abilities, and aptitudes in relation to career requirements.

4. The opportunity to have access to career counseling services.

5. The opportunity to explore career clusters and specific careers in simulated and actual work settings.

6. The opportunity for career preparation and career placement. Career preparation identifies a lengthy set of prerequisites for successful careers and attempts to contribute to their attainment:

   a. good mental and physical health
   b. human relations skills
   c. a commitment to honest work as the source of income
   d. a willingness to accept the discipline of the workplace and to be motivated toward achievement in the work setting

e. all of the basic skills of communication and computation
f. competency in a saleable skill in demand in the job market

7. Career education programs should provide a second chance for career development and preparation for adults who have not attained all of the prerequisites.

Dr. John F. Grede, Vice Chancellor for Career and Manpower Programs for the City College of Chicago, suggests that the community college is the ideal vehicle and model for Career Education. Its immediate target is roughly three-quarters of the employment spectrum, including the semiskilled, skilled, technical, and middle management areas, while the baccalaureate programs aim at one-quarter. The community college is a relatively new and flexible institution with a changing mission. And its intermediate position between the public schools and senior institutions makes it the logical link in the planning and development of a network of career programs.

Toward Developing as a Career Education Model

Career education models are currently being developed, field tested, and integrated into all aspects of education and work. There is also a growing movement to better coordinate all educational institutions involved in career and adult education, especially area vocational schools and community colleges.

The Williamsport Area Community College represents the only educational institution in the state with a complete secondary and postsecondary educational component, plus an unique vocational diagnostic program. The College is sponsored by nineteen public school districts. This means that the College is in an unique position to plan an integrated approach whereby Career Development, which includes self-awareness and exploration, decision-making and planning skills, plus placement; and Career Preparation, which includes academic, vocational, and technical education merge into a kindergarten through adulthood Career Education Model.[5]

Chart 1

THE PROBLEM

Nearly 2.5 million students leave the formal education system of the U.S. each year without adequate preparation for careers. In 1970 - 71, there were:

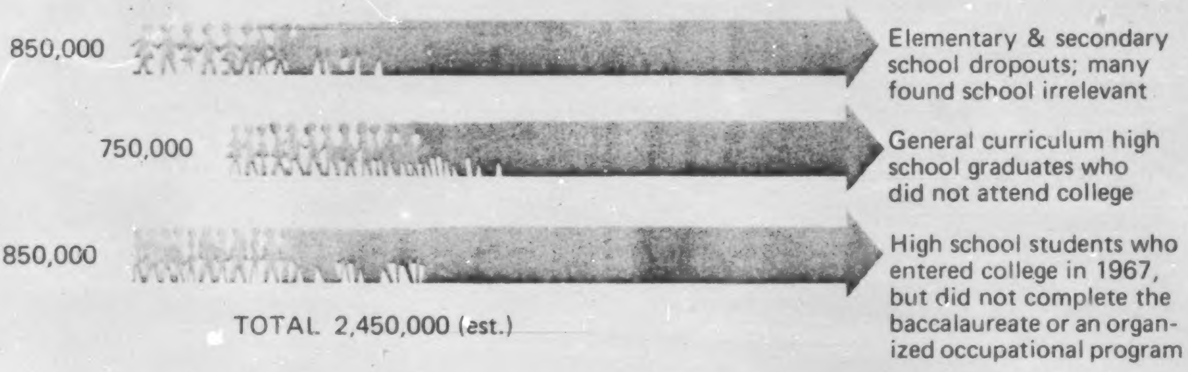


Chart II

A SOLUTION . . .

An Example of a **CAREER EDUCATION** Model

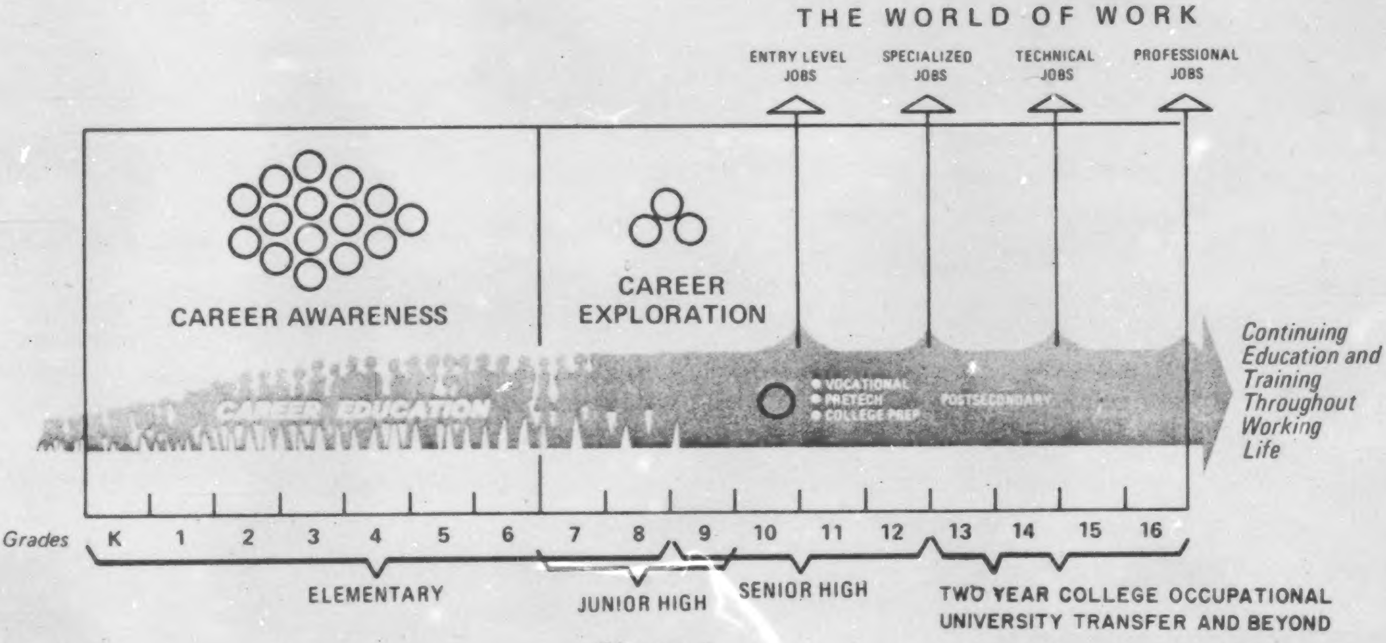
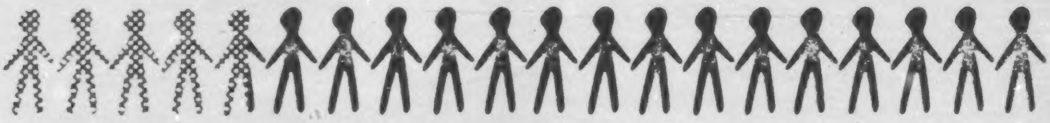

THE WORLD OF WORK
ENTRY LEVEL JOBS
SPECIALIZED JOBS
TECHNICAL JOBS
PROFESSIONAL JOBS
CAREER AWARENESS
CAREER EXPLORATION
CAREER EDUCATION
VOCATIONAL
PRETECH
COLLEGE PREP
POSTSECONDARY
Continuing Education and Training Throughout Working Life
Grades
K
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
ELEMENTARY
JUNIOR HIGH
SENIOR HIGH
TWO YEAR COLLEGE OCCUPATIONAL
UNIVERSITY TRANSFER AND BEYOND

Figure 5

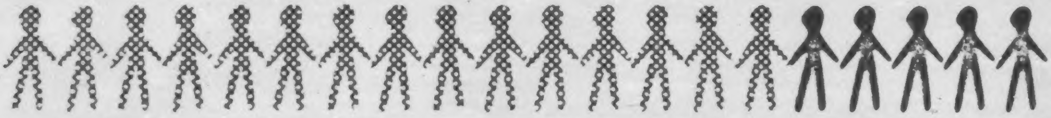
Especially in secondary schools the curriculum is typically not realistic in terms of meeting student career needs.

WHAT'S HAPPENING TO THE STUDENTS?

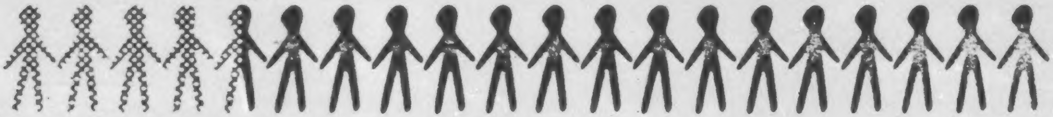
1. Dropouts from U.S. secondary schools



2. Choice of curriculum among U.S. secondary school students



3. Relatively few U.S. secondary school students graduate from college

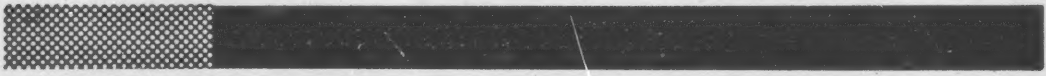


Source *Digest of Educational Statistics, 1974 Edition,* Office of Education, U.S. Department of Health, Education and Welfare.

THEREFORE: We need CAREER EDUCATION for all students to reduce the gap between unrealistic educational programs and career needs.

Jobs in the 70's demand specialized training, not necessarily a college degree.

U.S. JOB OPENINGS DURING THE 70'S



Source U.S. Department of Labor.

THEREFORE: We need CAREER EDUCATION to provide students with insight, information and motivation concerning specialized training as well as professional education.

Figure 6

A Planning, Management, and Evaluation Model (PME)

The systems model on the following page shows how the institution's mission, goals, and objectives relate to the student and career development process, to the instructional and service process, to needs assessment of individuals and community agencies, to information requirements for decision-making, and to evaluation and renewal functions. It demonstrates the need for an open, cyclical system to aid the institution in improving and renewing itself.

The PME system model for WACC is designed to focus attention on how purpose should relate to process. It shows the need for an established set of procedures to assure that goals and objectives can be modified to meet the changing needs of individuals and communities. In far too many community colleges the philosophy and mission of the college, as stated in the catalog, does not seem to specifically relate to programs and performance. The fundamental objective of this Self-Study is to attempt to show how purpose relates to process and performance. An evaluation of performance (outcomes) can then be used to measure the degree to which the college is achieving its mission, goals, and objectives, and to help improve the process.

The WACC Model also shows the basic information profiles which must be available to assist in the analysis and understanding of primary facts about communities, individuals, programs, students, costs, and revenues. The Management Information System (MIS) entails satisfying the information needs of the institution and external agencies, and the decision-making processes necessary to planning, managing, evaluating, and modifying institutional policies and their associated activities.

A Model of The Williamsport Area Community College

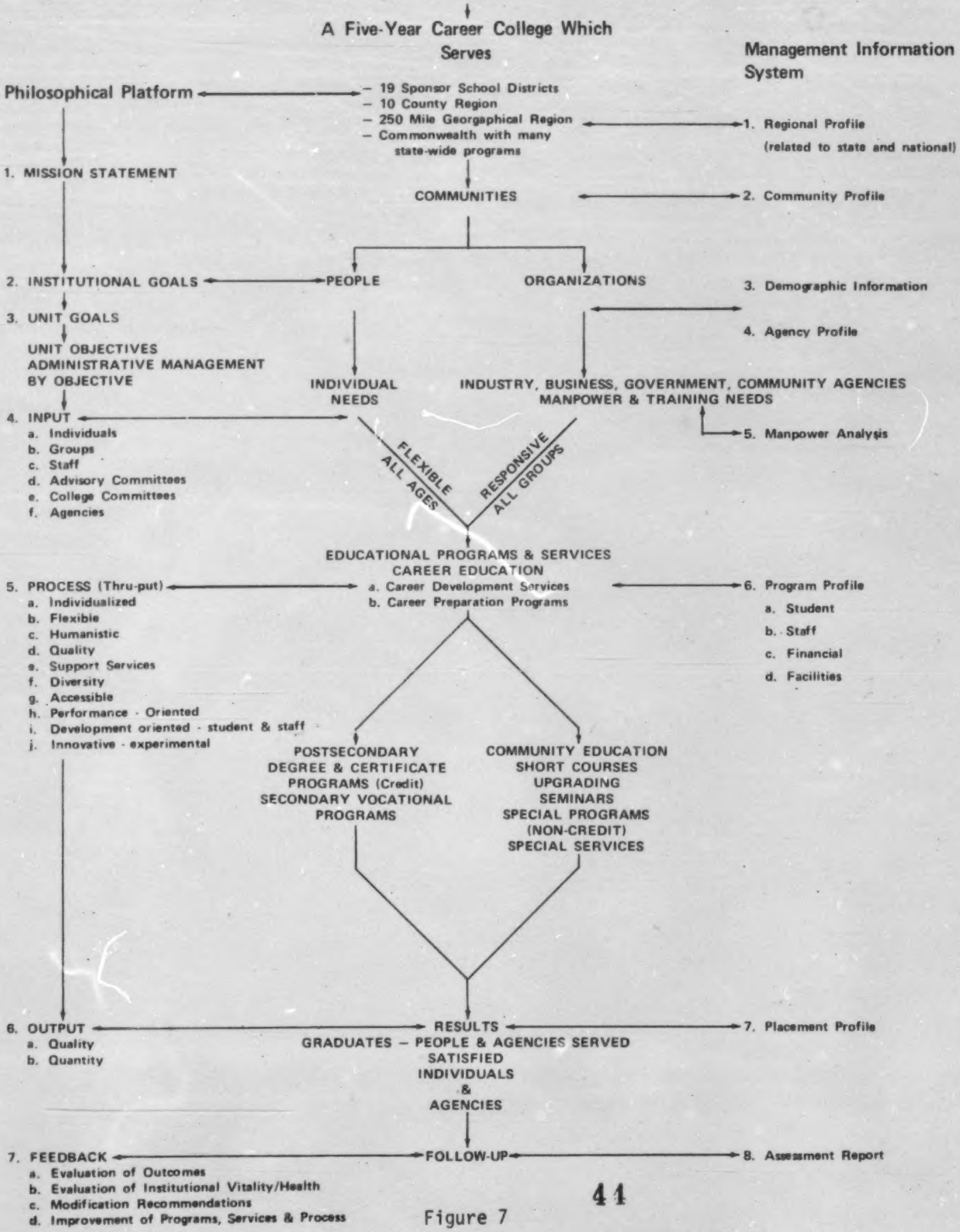

A Five-Year Career College Which Serves
Management Information System
Philosophical Platform
– 19 Sponsor School Districts
– 10 County Region
– 250 Mile Georgraphical Region
– Commonwealth with many state-wide programs
1. Regional Profile (related to state and national)
1. MISSION STATEMENT
COMMUNITIES
2. Community Profile
2. INSTITUTIONAL GOALS
PEOPLE
ORGANIZATIONS
3. Demographic Information
3. UNIT GOALS
4. Agency Profile
UNIT OBJECTIVES
ADMINISTRATIVE MANAGEMENT BY OBJECTIVE
INDIVIDUAL NEEDS
INDUSTRY, BUSINESS, GOVERNMENT, COMMUNITY AGENCIES MANPOWER & TRAINING NEEDS
4. INPUT
a. Individuals
b. Groups
c. Staff
d. Advisory Committees
e. College Committees
f. Agencies
5. Manpower Analysis
FLEXIBLE ALL AGES
RESPONSIVE ALL GROUPS
EDUCATIONAL PROGRAMS & SERVICES
CAREER EDUCATION
a. Career Development Services
b. Career Preparation Programs
5. PROCESS (Thru-put)
a. Individualized
b. Flexible
c. Humanistic
d. Quality
e. Support Services
f. Diversity
g. Accessible
h. Performance - Oriented
i. Development oriented - student & staff
j. Innovative - experimental
6. Program Profile
a. Student
b. Staff
c. Financial
d. Facilities
POSTSECONDARY DEGREE & CERTIFICATE PROGRAMS (Credit) SECONDARY VOCATIONAL PROGRAMS
COMMUNITY EDUCATION SHORT COURSES UPGRADING SEMINARS SPECIAL PROGRAMS (NON-CREDIT) SPECIAL SERVICES
6. OUTPUT
a. Quality
b. Quantity
RESULTS
GRADUATES – PEOPLE & AGENCIES SERVED
SATISFIED INDIVIDUALS & AGENCIES
7. Placement Profile
7. FEEDBACK
a. Evaluation of Outcomes
b. Evaluation of Institutional Vitality/Health
c. Modification Recommendations
d. Improvement of Programs, Services & Process
FOLLOW-UP
8. Assessment Report

Figure 7

Footnotes

[1] An Introduction to Career Education, A Policy Paper of the U.S.O.E. (U.S. Office of Education, 1975), pp. 3-4.

[2] Career Education (U.S. Office of Education, 1971), p. 3.

[3] Hoyt, Evans, Mackin, and Mangum, Career Education (Salt Lake City: Olympus Publishing Company, 1972), pp. 1-11.

[4] Ibid.

[5] State of WACC: Review of Plans and Challenges,(Internal Report, Williamsport Area Community College, 1975-76), pp. 11-12.

IV. Regional Profile

An understanding of the ten county district area's demographic characteristics and Northcentral Pennsylvania's economy is necessary if education and the world of work are to function together in a cooperative symbiotic environment.

Community/College dialogue created a basis for adding, deleting, and revising programs, which, in turn, enables The Williamsport Area Community College to better assist individuals in the development and maintenance of productive, rewarding, and satisfying careers throughout their working lives.

IV. REGIONAL PROFILE

The State Board of Education in 1968 designated ten Northcentral Pennsylvania counties as the College's service area district. This area, just slightly smaller than the state of New Jersey covers 6,441 square miles and is 70 percent rural. The district area's scenic beauty and historic significance is legend.

The Williamsport Area Community College's mission is to provide career education for Northcentral Pennsylvania residents which will develop and enhance skills needed for individual and community development. This institution wishes to articulate with all segments of its district community and emphasize the "community" aspects of its name and mission.

An understanding of the ten-county district area's demographic characteristics and Northcentral Pennsylvania's economy is necessary if education and the world of work are to function together in a cooperative, symbiotic environment.

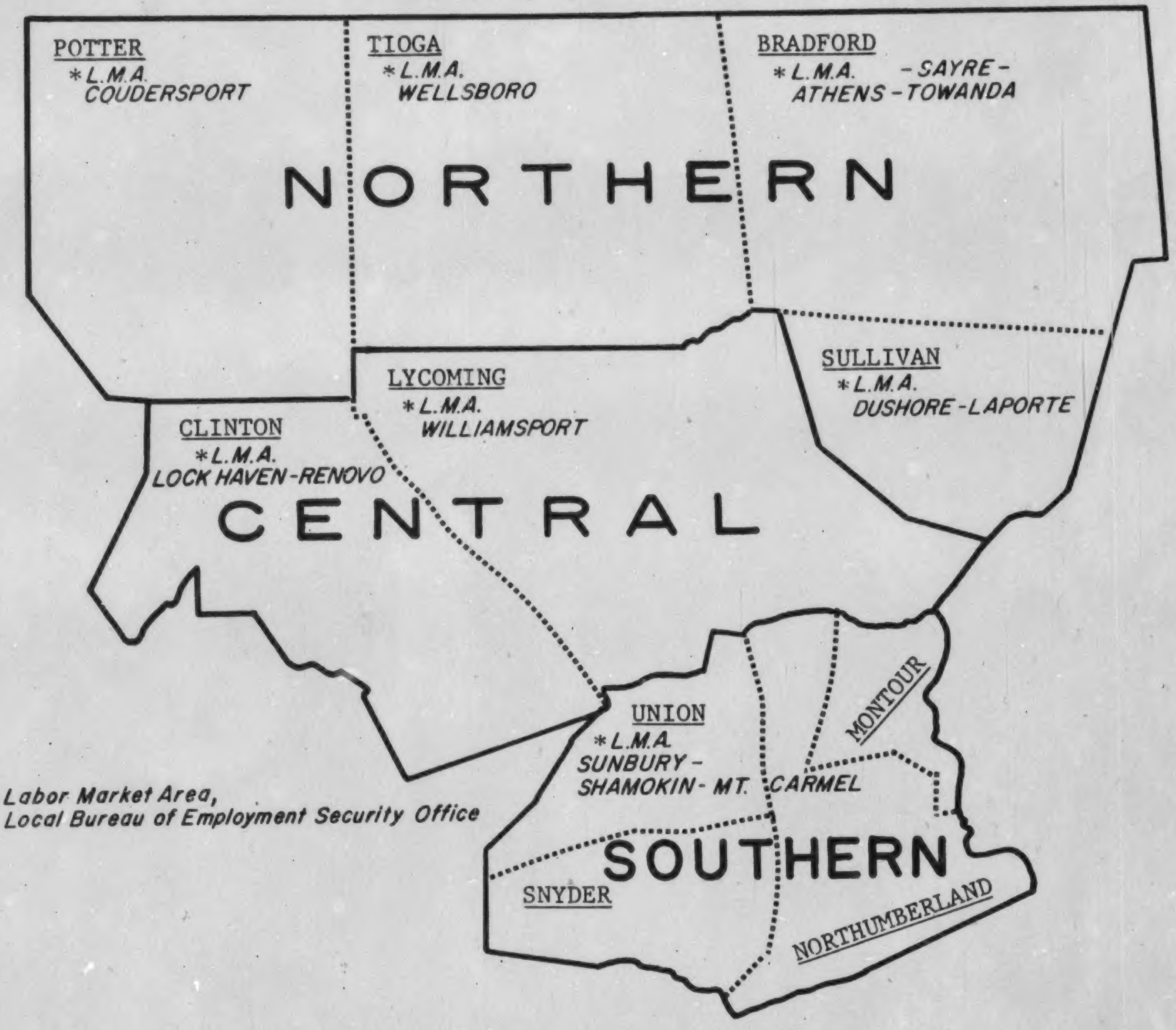
Investigation of district economic patterns, both historic and current, provides insight to future trends. District-wide population and employment characteristics help provide an understanding of the area's market magnitude and its employment base. An evaluation of district population and employment characteristics and opportunities provide some indication of market strength and the depth of its human resources. Through such an investigation, the College gathers and continuously updates information that relates regional business and industry needs to the interests and vocational futures of area residents.

Such community/College dialogue creates a basis for adding, deleting, and revising training programs which, in turn, enables The Williamsport Area Community College to better assist individuals in the development and maintenance of productive, rewarding and satisfying careers throughout their working lives.

The only thing known for sure about the future is that it will be different from what it is today. Projections of any kind often cannot predict major changes in social values, economic and political fluctuations, and other environmental "presses" that surround community life.

The WILLIAMSPORT AREA COMMUNITY COLLEGE

10-County Service District Area


POTTER
*L.M.A.
COUDERSPORT
TIOGA
*L.M.A.
WELLSBORO
BRADFORD
*L.M.A. -SAYRE-
ATHENS-TOWANDA
NORTHERN
SULLIVAN
*L.M.A.
DUSHORE-LAPORTE
LYCOMING
*L.M.A.
WILLIAMSPORT
CLINTON
*L.M.A.
LOCK HAVEN-RENOVO
CENTRAL
UNION
*L.M.A.
SUNBURY-
SHAMOKIN-MT. CARMEL
MONTOUR
SOUTHERN
SNYDER
NORTHUMBERLAND

*Labor Market Area,
Local Bureau of Employment Security Office

WACC SERVICE DISTRICT MUNICIPALITY POPULATION

	NORTHERN	
Potter	Shinglehouse	1,320
	Coudersport	2,831
	Galeton	1,552
Tioga	Elkland	1,942
	Westfield	1,273
	Wellsboro	4,003
	Blossburg	1,753
	Mansfield	4,114
Bradford	Troy	1,315
	Canton	2,037
	Towanda	4,224
	Athens	4,173
	Sayre	7,473
	South Waverly	1,307
Sullivan	Dushore	718
	Laporte	207
	CENTRAL	
Clinton	Renovo	2,620
	Flemington	1,519
	Mill Hall	1,838
	Avis	1,749
	Lock Haven	11,427
Lycoming	Jersey Shore	5,322
	DuBoistown	1,468
	South Williamsport	7,153
	Montoursville	5,985
	Montgomery	1,902
	Muncy	2,872
	Hughesville	2,249
	Williamsport	37,918
	SOUTHERN	
Montour	Danville	6,176
Northumberland	Sunbury	13,025
	Shamokin	11,719
	Watsontown	2,514
	Milton	7,723
	Northumberland	4,102
	Mount Carmel	9,317
	Kulpmont	4,026
	Riverside	1,905
Snyder	Middleburg	1,369
	Selinsgrove	5,116
	Shamokin Dam	1,562
	McClure	1,094
Union	Mifflinburg	2,607
	Lewisburg	5,718

Source: 1970 U.S. Bureau of Census

A projection of population or enrollment should be viewed as a temporary but careful estimate regarding a very important probable development. It cannot be predicted with complete accuracy and may evolve in a manner over which we have no significant control. However, we must recognize that population and student enrollment have a major impact upon the institution's activities and its overall development.

WACC Service District Area

The ten-county College service district area population distribution can be viewed as comprising three service delivery areas: Northern: Potter, Tioga, Bradford, and Sullivan Counties; Central: Lycoming and Clinton Counties; Southern: Northumberland, Montour, Union, and Snyder Counties. The area's total population growth, as projected from 1960 and 1970 census data shows the following pattern.

(1960)	1970	1975	1976	1977
(433,695)	444,608	450,067	450,434	450,801

1978	1979	1980	1985	1990
451,168	451,535	451,903	468,600	487,950

Source: Pennsylvania Projection Series, Summary; Report No. 73 PPS-1
(Harrisburg: Office of State Planning & Development, 1973)

Figures indicate a slow growth rate from 1970 through 1979, a slight taper in 1980, and then a renewed surge toward 1985 through 1990. The following data further profiles the ten-county district area.

	Northern	Central	Southern	Tot. College 10-Co. Area
1975 Population	121,527	153,386	175,154	450,067
1974 Mar. Value	$422,483*	$721,840*	$688,682*	$1,833,995*
Square Miles	3,099	2,114	1,228	6,441
Households	38,220	50,863	58,213	147,296
Employment (Total)	39,685	65,711	69,232	173,334
No. School Districts	16	10	11	37
Sponsor Districts	6	8	5	19
High School Grads	2,141	2,464	2,151	6,756
WACC Postsecondary	126	339	143	608
WACC Secondary	189	991	185	1,365
% '73 Grads Continuing on to Postsecondary Ed.	40%	40%	45.3%	42%

*In thousands

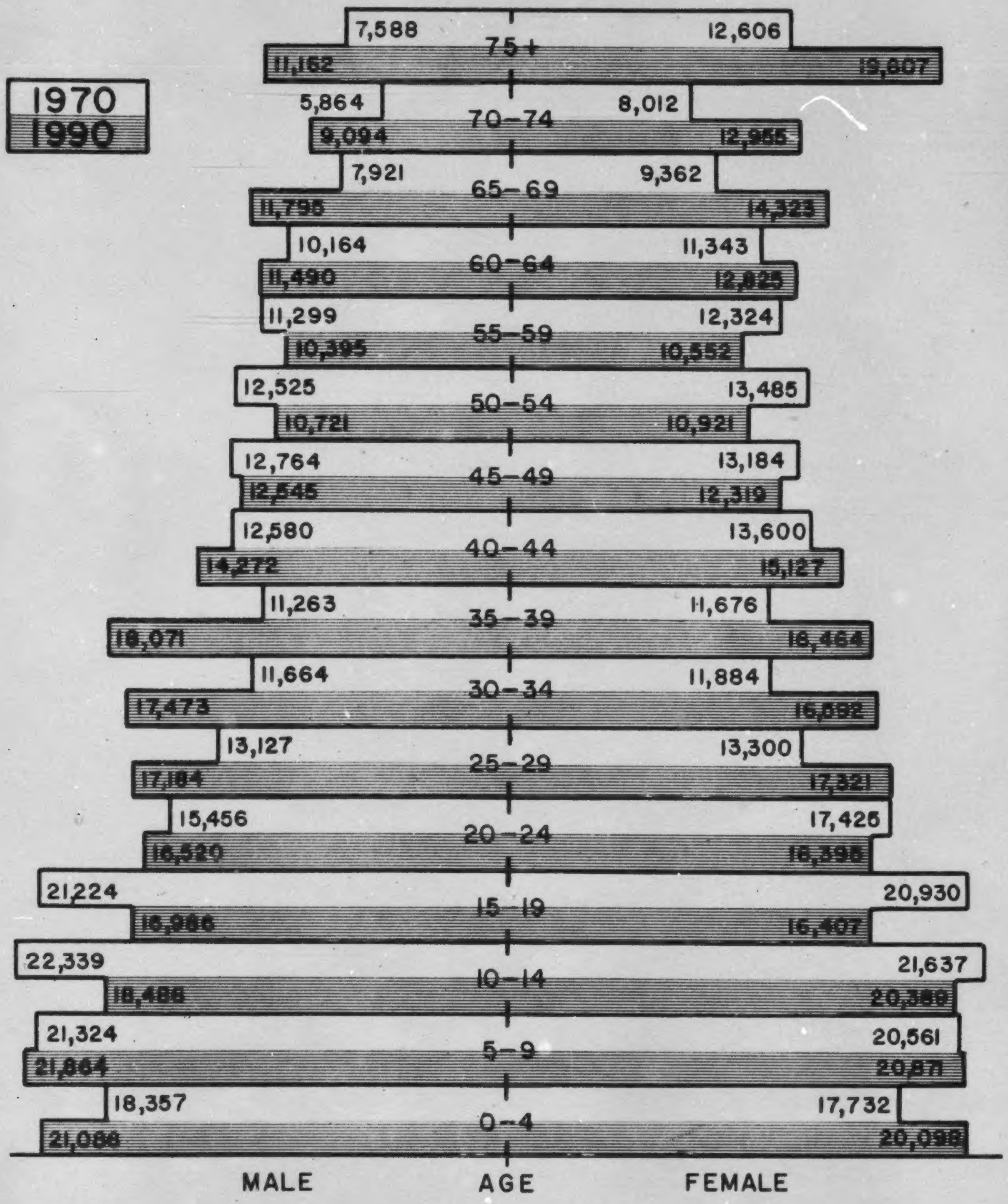
The following is a historical and projected employment summary of the seven labor market areas within the ten-county district service area of The Williamsport Area Community College.

TWO DIGIT INDUSTRY EMPLOYMENT (TOTAL JOBS)

	1968	1970	1975	1980	1985
Manufacturing	74,000	71,981	76,577	81,894	86,971
Durable	36,912	33,434	35,859	39,981	43,920
Non-Durable	37,088	38,547	40,718	41,913	43,051
Services	28,313	29,270	31,724	33,787	35,494
Government	23,300	24,200	28,284	31,955	34,615
Wholesale & Retail Trade	28,729	29,830	32,440	33,073	33,583
Contract Construction	6,856	8,060	8,613	9,348	9,968
Transportation, Communications, and Public Utilities	8,286	8,584	8,779	8,840	8,869
Finance, Insurance, and Real Estate	4,077	4,636	5,161	5,444	5,746
Agriculture	11,100	10,000	14,896	5,780	4,849
Mining	1,133	1,048	814	608	484

Source: Pennsylvania Projection Series, *Two-Digit Industry Employment by Labor Market Area;* Report No. 73 PPS-1 (Harrisburg: Office of State Planning and Development, 1973)

POPULATION by SEX, AGE
10 COUNTY W.A.C.C. SERVICE AREA
1970 and 1990



SOURCE: *Pa. Projection Series, Population & Labor*

Figure 8

Northern

Potter, Tioga, Bradford, and Sullivan Counties comprise a Northern area of 121,527 residents (1975 estimate). Population projections indicate slight growth in this area from 1975 - 1980; much less than that occurring from 1960 - 1970.

Population: Actual		Projected		
1960	1970	1975	1980	1985
114,273	120,009	121,527	122,317	129,333

Source: Pennsylvania Projection Series, Summary; Report No. 73 PPS-1 (Harrisburg: Office of State Planning and Development, 1973)

Population grew from 1960 - 1970 on the basis of increases in Bradford and Tioga Counties. These same counties are perceived as continuing to experience population growth through 1980, while Potter and Sullivan are perceived as losing inhabitants. All counties are seen as experiencing growth from 1980 - 1985.

Slightly over one percent of the state's population live in the four counties comprising the Northern sector, with one-half living in Bradford County. The population density in this area averages 24 people per square mile. Bradford, the most populous, records 50 people per square mile.

This Northern region has 3,099 square miles. Approximately three-fourths of this area is forest land, while nearly one-fourth is comprised of usable farm land.

Socio-Economic

Projections made in 1973 indicate a total of 38,220 households in this four-county area in 1975. The median family income is $8,240 During 1974 - 75 there were 3,555 children age 5 - 17 living in "poverty level" families in the four counties of this Northern region. This represents an average of 10% of all children living in this area.

Employment

The Northern region includes four local labor market areas: 1) Coudersport, 2) Wellsboro, 3) Sayre-Athens-Towanda, and 4) Dushore-Laporte. Indications are that employment projections will increase to 41,685 between 1975 - 1980; a gain of roughly 2,000. This represents a continuing trend of relatively steady employment. The following brief economic analysis of industrial activity gives a more specific picture of employment in the area.

Major Industrial Group Concentration - Northern Service Area

Bradford County

	Total Employees	% of Total Labor Force in Manufacturing
1. Non-Electrical Machinery	1,431	23.9
2. Chemical & Allied Products	1,367	22.3
3. Printing & Publishing	515	8.6
Tioga County		
1. Electrical Machinery	764	31.0
2. Fabricated Metal Products	691	28.0
3. Apparel Industry	225	9.1
Potter County		
1. Electrical Machinery	616	55.6
2. Primary Metal Firm	130	11.7
3. Lumber & Wood Products	121	10.9
Sullivan County		
1. Footwear	158	40.5
2. Apparel Industry	129	35.2
3. Lumber & Wood Products	94	20.9

Source: 1973 County Industry Reports (Pennsylvania Industrial Census Series, No. M-5-73 [Harrisburg: Dept. of Commerce, 1974])

Education

Of the sixteen public school districts within the four-county area, six are sponsors of the College.

Bradford County	1974 Market Value	1974 Assessed Valuation	Ratio
*Canton Area	$ 23,540,000	$ 6,922,770	29.4
*Troy Area	40,451,300	8,591,660	21.4
Athens Area	53,030,600	12,138,740	22.9
North East Bradford	16,241,600	3,384,440	20.8
Sayre Area	33,286,700	8,687,120	26.1
Towanda Area	57,786,600	12,533,850	21.7
Wyalusing Area	31,986,400	6,850,980	21.4
Total	$256,323,200	$ 59,109,560	23.3

Tioga County	1974 Market Value	1974 Assessed Valuation	Ratio
*Northern Tioga	$ 44,113,700	$17,861,030	40.5
*Southern Tioga	55,442,900	21,772,420	39.3
*Wellsboro Area	49,976,700	18,207,510	36.4
Total	$149,533,300	$57,840,960	38.7

Potter County	1974 Market Value	1974 Assessed Valuation	Ratio
Austin Area	$ 6,027,600	$ 1,660,555	27.6
Coudersport Area	19,263,900	5,212,295	27.1
Galeton Area	14,200,800	4,364,045	30.7
Northern Potter	13,421,000	3,678,960	27.4
Oswayo Valley	9,785,600	2,519,008	25.7
Total	$62,698,900	$17,434,963	27.8

Sullivan County	1974 Market Value	1974 Assessed Valuation	Ratio
*Sullivan County	$37,919,600	$12,282,530	32.4

*Sponsor School District

Source: _1974 Market Values of Taxable Real Property_, Pennsylvania State Tax Equalization Board, 1975

In 1974, there were 1,060 sponsor and 1,081 non-sponsor school district graduates in the Northern area. Forty percent (856) of the graduates continued in postsecondary education. Of that number, 84 sponsor and 43 non-sponsor graduates enrolled at The Williamsport Area Community College.

Central

Lycoming and Clinton Counties comprise a central hub of the ten-county College service district area. The estimated 1975 population is 153,386.

Population:	Actual	Projected		
1960	1970	1975	1980	1985
146,986	151,017	153,386	154,646	160,344

Source: Pennsylvania Projection Series, Summary; Report No. 73 PPS-1 (Harrisburg: Office of State Planning and Development, 1973)

Lycoming County's growth of nearly 4,000 between 1960 - 1970 accounted for the major population increase in this area. As in the Northern area, populations are projected to inch upward from 1975 to 1980 at a slower rate than in the past. An increase of 5,000 is projected, however, during a period from 1980 to 1985 for the Central service area.

Combined, both counties comprised 1.28 percent of the state's population in 1973. Population density averages 68.5 people per square mile, with a density factor of 95 in Lycoming and 42 in Clinton County.

Lycoming, the largest county in the Commonwealth, comprises 1,215.5 square miles, Clinton 899. Most of the land is covered with forest growth. Ten to twenty percent is used for farming purposes.

Socio-Economic

Projections indicate a total of 50,803 households for these two counties by 1975. The annual median family income is $8,962.

Employment

Lycoming and Clinton Counties include two labor market centers: 1) Williamsport, and 2) Lock Haven-Renovo. These areas represent some $777,757,000 in total personal income during 1975.

This large area, with Williamsport as its base, is fortunate in having a diversified industrial base. Steady growth continues to be a characteristic of the following major manufacturing groups.

Major Industrial Group Concentration - Central Service Area

Lycoming County

	Total Employees	% of Total Labor Force in Manufacturing
1. Fabricated Metal Products	2,355	11.0
2. Transportation Equipment Mfg.	2,087	10.5
3. Elec. & Electronic Machinery	1,977	10.0

Clinton County

	Total Employees	% of Total Labor Force in Manufacturing
1. Transportation Equipment	2,264	34.7
2. Paper & Allied Products	1,217	18.6
3. Textile Mill Products	793	12.3

Source: 1973 County Industrial Reports (Pennsylvania Industrial Census Series, No. M-5-73[Harrisburg: Department of Commerce, 1974])

Education

Seven of the nine public school districts within Lycoming and Clinton Counties are sponsors of the College.

LYCOMING COUNTY	1974 Market Value	1974 Assessed Valuation	Ratio
*East Lycoming	$ 35,439,900	$ 15,437,580	43.6
*Jersey Shore Area	65,761,900	24,848,010	37.8
*Montgomery Area	26,327,600	10,834,070	41.2
*Mountoursville Area	72,548,300	27,958,250	38.5
*South Williamsport Area	45,958,600	19,350,750	42.1
*Williamsport Area	217,985,200	89,319,390	41.0
Loyalsock Township	77,177,800	31,284,170	40.5
Muncy	37,466,800	15,381,700	41.1
TOTAL	$578,666,000	$234,413,920	40.5

*Sponsor School District

CLINTON COUNTY	1974 Market Value	1974 Assessed Valuation	Ratio
*Keystone Central	$143,174,000	$31,854,713	22.2

*Sponsor School District

Source: 1974 Market Values of Taxable Real Property, Pennsylvania State Tax Equalization Board, 1975

In 1974, there were 2,172 sponsor and 292 non-sponsor school district graduates in the Central area. Forty percent (970) of the graduates continued in postsecondary education. Of that number, 314 sponsor and 20 non-sponsor graduates (14%) enrolled at The Williamsport Area Community College.

Southern

The Southern area is composed of four counties, Northumberland, Snyder, Union, and Montour. From 1960 to 1970, Snyder and Union Counties increased in population by 6,300 while Northumberland County, the major population center, experienced a 5,000 population loss. In addition, Montour County lost 200 residents. Despite this loss, however, the entire Southern region experienced an overall period of growth.

Population: Actual		Projected		
1960	1970	1975	1980	1985
172,436	173,582	175,154	174,940	178,923

Source: Pennsylvania Projection Series, Summary; Report No. 73 PPS-1 (Harrisburg: Office of State Planning and Development, 1973)

Montour's census is anticipated to decline some 400 people from 1970 to 1980 and then rally back in 1985 to equal the 16,700 population of 1960. The same trend is anticipated for Northumberland County, but the 1985 projected increase will still fall some 4,250 short of the 1960 high of 104,000 inhabitants. Northumberland's anticipated population short-fall from 1975 to 1980 accounts for most of the projected decrease for the entire Southern area to 1980.

Researchers estimate that both Snyder and Union Counties will, however, continue in a growth pattern stretching from 1960 to 1985, resulting in a total increase of nearly 11,500 people in 1980 - 1985.

This four-county area comprises 1.4% of the state's total population. The population density in the Southern region averages 129 people per square mile, with a high of 219 in Northumberland County. The entire area encompasses 525 square miles. Nearly one-half of this area has forest growth, while 40 percent is tillable farm land.

Socio-Economic

It is anticipated that in 1975 there will be 58,213 households in the Southern sector. The 1970 median family income in the area was $8,746.

Source: U.S. Census, 1970

Employment

The major labor market area in the Southern area, Sunbury-Shamokin-Mt. Carmel, has shown a steady employment growth pattern from 57,138 employments in 1960 to 65,938 in 1970. Employment in this four-county area is largely dependent upon the following main manufacturing groups:

Major Industrial Group Concentration - Southern Service Area

	Total Employees	% of Total Labor Force in Manufacturing
Northumberland County		
1. Apparel & other Finished Products	4,018	25.8
2. Food & Kindred Products Processors	3,259	21.0
3. Furniture & Fixture Shops	1,418	9.1
Snyder County		
1. Wood and Lumber Products	990	25.1
2. Apparel & other Finished Products	745	18.9
3. Textile Mill Products	459	11.6
Union County		
1. Furniture & Fixture Shops	775	31.5
2. Lumber & Wood Products	516	21.0
3. Printing & Publishing	310	12.6
Montour County		
1. Ammunition	547	29.9
2. Textile Mill Products	439	24.0
3. Aircraft Engines & Engine Parts	241	13.1

Source: 1973 County Industry Reports (Pennsylvania Industrial Census Series No. M-5-73 [Harrisburg: Dept. of Commerce, 1974])

Employment for the Southern area shows continued growth, but at a somewhat restricted rate. Projected employment figures are as follows:

1975 - 69,232 1980 - 72,436 1985 - 75,284

Source: Pennsylvania Projection Series, Employment; Report No. 73 PPS-2 (Harrisburg: Office of State Planning and Development, 1973)

Education

Five of the eleven public school districts in the four-county Southern service area sponsor the College. Millville Area School District is the only school district in Columbia County which is part of our service district area.

Northumberland County	1974 Market Value	1974 Assessed Valuation	Ratio
*Line Mountain	$ 28,393,500	$ 8,734,425	30.8
Milton Area	69,206,200	18,173,005	26.3
Mt. Carmel Area	38,417,500	10,874,975	28.3
Shamokin Area	59,595,500	18,617,150	31.2
Shikellamy	94,146,600	28,397,950	30.2
*Warrior Run	46,216,300	12,918,205	28.0
Total	$445,975,600	$97,715,710	29.1
Snyder County			
*Midd-West	$ 59,752,200	$18,130,700	30.3
*Selinsgrove Area	75,886,700	24,434,640	32.2
Total	$135,638,900	$42,565,340	31.4
Union County			
Lewisburg Area	$ 68,498,700	$12,161,070	17.8
*Mifflinburg Area	46,730,700	8,517,730	18.2
Total	$115,229,400	$20,678,800	17.9
Montour County			
Danville Area	$82,827,300	$26,719,315	32.3

*Sponsor School District

Columbia County	1974 Market Value	1974 Assessed Valuation	Ratio
*Millville Area	$19,011,200	$4,441,450	23.4

*Sponsor School District

Source: 1974 Market Values of Taxable Real Property, Pennsylvania State Tax Equalization Board, 1975

In 1974, there were 961 sponsor and 1,190 non-sponsor school district graduates in the Southern area. Forty-five percent (968) of the graduates continued in postsecondary education. Of that number, 51 sponsor and 87 non-sponsor school district graduates enrolled at The Williamsport Area Community College.

Despite greater tuition costs for non-sponsored students and the fact that there are six sponsor and six non-sponsor districts in the Southern region, more non-sponsor students attend the College than sponsored. Only 6% of those students continuing in postsecondary education from the Northern and Southern regions attend The Williamsport Area Community College.

Conclusion

The preceeding analysis of the ten-county College service district depicts a stable work force and steady growth rate, a diversified manufacturing base, and a relatively steady population growth rate. This information is important to The Williamsport Area Community College not only as a basis for future enrollments, but as a guide in preparing those programs which will best serve the educational needs of the area's residents. Of particular importance in respect to planning programs and services is the area's manufacturing base.

The service district area's diversified manufacturing groups are a major strength.

12 Principle Industries in 10-County Area

	Employees
1. Apparel & other Finished Products	9,761
2. Food & Kindred Products Processors	7,159
3. Textile Mills	7,083
4. Transportation Equipment Manufacturing	6,392
5. Fabricated Metal Products	4,493
6. Non-Electric Machinery	3,358

		Employees
7.	Lumber & Wood Products	3,102
8.	Electrical & Electronic Machinery	3,357
9.	Printing & Publishing	2,472
10.	Furniture Fixtures Manufacturing	2,739
11.	Paper & Allied Products	1,217
12.	Chemical & Allied Products	1,776

Source: 1973 County Industry Reports (Pennsylvania Industrial Census Series, No. M-5-73 [Harrisburg: Dept. of Commerce, 1974])

This diversification has encouraged a strong employment trend among most of the basic industrial groups. Manufacturing, especially of durable goods, has shown some employment slippage in the past but is projected to rally back from its low in 1970. Agriculture and mining-related emploments in the College district's seven labor market areas are projected to plummet during the next ten years. However, the Southern sector's rich anthracite coal deposits could spur mining activity in this area should the federal government decide upon a self-energy program involving this resource. This activity, furthermore, would promote new investments in railroad transportation, thus creating new and continuous growth opportunities for several different enterprises.

The College's future is closely related to the future of its service area. As the conditions detailed above change, so must the College. An awareness and understanding of these conditions is one basis on which The Williamsport Area Community College can form plans to better serve the citizens of the region.

V. Long-Range Enrollment and Educational Accessibility

It is the obligation of the Commonwealth to assure equal educational opportunity for all residents and to find a way of serving those areas and residents of the Commonwealth either not served or inadequately served.

Research has indicated that there is a sharp decline in attendance rates beyond a 20 mile radius of existing Pennsylvania community college campuses and centers. Most community colleges draw up to 90 percent of their enrollment from students living within a 30 mile commuting radius. Establishment of three regional education centers would place all residents in WACC's ten county service area within 30 miles of a campus or center.

The Pennsylvania Department of Education

V. LONG RANGE ENROLLMENT AND EDUCATIONAL ACCESSIBILITY

This chapter presents an analysis of enrollment trends, leading indicators of enrollment potential, and enrollment objectives for The Williamsport Area Community College. Enrollment figures provide one guideline for measuring the availability and effectiveness of the College's services. As will be shown, the College is not presently meeting the needs of all residents in its service area because of geographic inaccessibility. Efforts to broaden the geographic availability of services must be made if WACC is to fulfill its role in its service area.

From its inception as a community college in 1965 the College experienced consistent growth, as did several other institutions of higher education. However, enrollment totals dropped consecutively in 1972 and 1973 causing considerable strain on the College's educational program and financial condition.

Enrollment Projection Variables

The current enrollment situation can be appraised by noting the variables which now affect enrollment and which are likely to continue having an effect. These variables are:

Financial Stringency

Increasing austerity in secondary and postsecondary education could limit new program development or cause fee increases, either of which would deter enrollment.

District Service Area Population

Population size and demographic factors will have an effect on enrollment.

Community Education

A highly developed community education program is the trademark of the comprehensive community college. Not only does it bolster noncredit enrollment, it also serves to acquaint nontraditional students with educational programs that might benefit them. Since it is impossible to identify current trends in community education enrollment in relation to

FALL HEADCOUNT AND F.T.E.
POSTSECONDARY*

Year	Head Count Full-Time Male	Head Count Full-Time Female	Head Count Part-Time Male	Head Count Part-Time Female	Total Head Count	Percent Increase (Decrease)	F.T.E.	Percent Increase (Decrease)
Fall, 1965	1,515	289	52	23	1,879		1,554	
Fall, 1966	1,349	277	48	20	1,694	(9.8)	1,622	4.3
Fall, 1967	1,691	253	57	24	2,025	19.5	1,908	17.6
Fall, 1968	1,973	244	82	35	2,334	15.2	2,590	35.7
Fall, 1969	2,090	398	92	39	2,619	12.2	2,559	(1.1)
Fall, 1970	2,200	420	77	33	2,730	4.2	2,666	4.1
Fall, 1971	2,309	473	99	47	2,928	7.2	2,833	6.2
Fall, 1972	2,227	456	81	31	2,795	(4.5)	2,721	(3.9)
Fall, 1973	1,969	375	49	24	2,417	(13.5)	2,361	(13.2)
Fall, 1974	1,857	354	54	14	2,279	(5.7)	2,139	(9.4)
Fall, 1975	2,039	436	257	181	2,913	22	2,644	20

* Credit Enrollment

trends in credit enrollment, community education enrollment potential is treated separately.

Facilities

Attractive facilities will have a positive effect on enrollment. Facilities located close to the people being served will also encourage enrollment. Adequate and sufficient housing facilities are necessary to serve WACC's total student body.

Creation of other Community College Types of Educational Opportunity

As state educational agencies, regional and local groups, and the general citizenry perceive and further study the need for community college education in all areas of the Commonwealth, additional resources will be provided to meet those needs. Current efforts are being made at local and state levels to establish ten postsecondary "community college type" institutions; technical institute, community college, "paper campus," consortium within the next few years. Refer to the map on page 46 for greater detail.

Other Area Institutions

WACC cannot ignore the presence of other institutions in its service area. Cooperative effort to avoid duplication of courses and programs is beneficial to enrollments in all institutions, as well as to the residents of the area. Ongoing research of current needs and assesments of programs offered by other area educational institutions and agencies can prevent this duplication and, thus, increase enrollment. Refer to the chart on page 91 for those institutions offering cooperative opportunities.

Charge-Back Legislation

State legislation to equalize educational opportunity, by allowing citizens who do not reside in an area sponsoring a community college to attend any community college at the regular tuition rate, would favorably influence college enrollment.

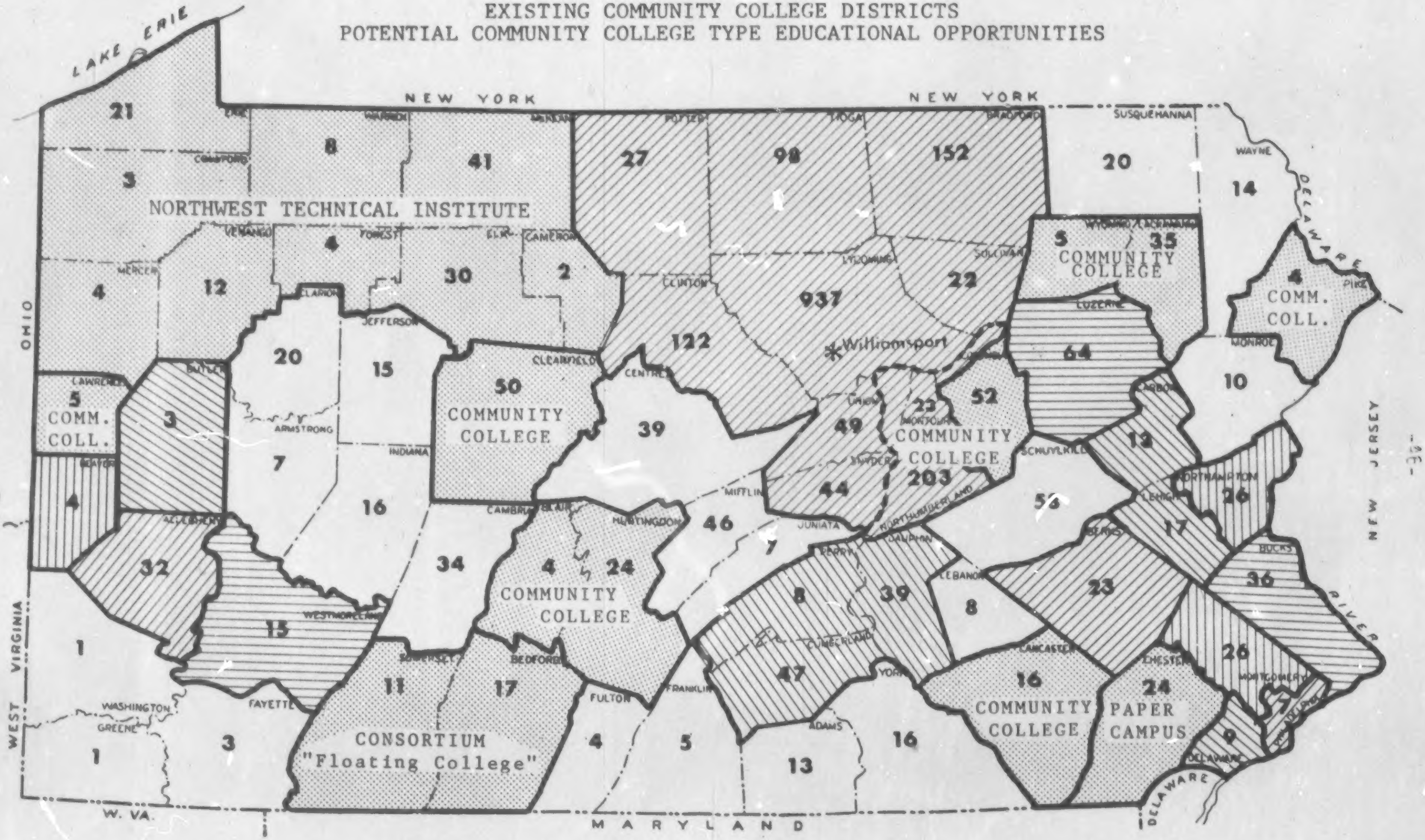
Changing Educational Patterns

As the community college becomes more comprehensive (i.e. attracts non-degree students and "stop-ins"), it can expect changes in enrollment patterns. Students may represent a greater cross-section of the community than they have previously and may have widely varied educational goals and needs.

Unemployment and Labor Market Conditions

One effect of high unemployment rates has traditionally been an increase in postsecondary education enrollment.

EXISTING COMMUNITY COLLEGE DISTRICTS
POTENTIAL COMMUNITY COLLEGE TYPE EDUCATIONAL OPPORTUNITIES


LAKE ERIE
NEW YORK
NEW YORK
OHIO
WEST VIRGINIA
W. VA.
MARYLAND
NEW JERSEY
DELAWARE
DELAWARE RIVER
DELAWARE
NORTHWEST TECHNICAL INSTITUTE
COMMUNITY COLLEGE
COMMUNITY COLLEGE
COMMUNITY COLLEGE
COMMUNITY COLLEGE
COMMUNITY COLLEGE
COMM. COLL.
COMM. COLL.
PAPER CAMPUS
CONSORTIUM "Floating College"
*Williamsport
ERIE 21
CRAWFORD 3
WARREN 8
MCKEAN 41
MERCER 4
VENANGO 12
FOREST 4
ELK 30
CAMERON 2
CLARION
JEFFERSON 15
LAWRENCE 5
BUTLER 3
ARMSTRONG 20 7
INDIANA 16
BEAVER 4
ALLEGHENY 32
WESTMORELAND 15
WASHINGTON 1
GREENE 1
FAYETTE 3
CLEARFIELD 50
CAMBRIA 34
BLAIR 4
HUNTINGDON 24
SOMERSET 11
BEDFORD 17
FULTON 4
FRANKLIN 5
ADAMS 13
YORK 16
CENTRE 39
MIFFLIN 46
JUNIATA 7
PERRY 8
CUMBERLAND 47
DAUPHIN 39
LEBANON 8
LANCASTER 16
CHESTER 24
DELAWARE 9
POTTER 27
TIOGA 98
BRADFORD 152
CLINTON 122
LYCOMING 937
SULLIVAN 22
UNION 49
SNYDER 44
MONTOUR 23
NORTHUMBERLAND 203
COLUMBIA 52
SUSQUEHANNA 20
WAYNE 14
WYOMING 5
LACKAWANNA 35
LUZERNE 64
PIKE 4
MONROE 10
CARBON 13
SCHUYLKILL 56
NORTHAMPTON 26
LEHIGH 17
BERKS 23
BUCKS 36
MONTGOMERY 26
PHILADELPHIA
EXISTING ▨
POTENTIAL ▩

The Williamsport Area Community College
FALL 1975 STUDENT DISTRIBUTION
Williamsport, Pennsylvania

Recruiting

Recruiting efforts by WACC can stimulate enrollment by increasing the number of high school graduates attending the College and attracting a greater diversity of students.

District Sponsorship

As the College attempts to develop policy conducive to new district or county sponsorship of the College, a larger population will have greater educational opportunity at less cost.

Other Factors

Some factors currently affecting enrollment but to an indeterminate degree are elimination of the draft, new job opportunities not requiring college education, general economic trends, the increasing number of periodic students, and increased freshman class capacity within both private and public four-year colleges and universities. Other events which cannot be taken into account for the purpose of projecting enrollment are unforeseen military conflict, economic depression, industrial enterprises, and in and out migration. These, however, can have a tremendous effect on enrollment which can only be gauged on the basis of past experience with similar phenomena.

Two Methods of Projecting Headcount and FTE Enrollment

Method #1

On a state-wide average, 6% of all high school seniors enter a community college; the number of high school seniors directly entering a community college represents 18% of district enrollment. Part-time enrollment represents 45% of the headcount, and part-time is 1/3 of a full-time In addition, approximately 1,425 FTE from outside the ten-county district have been added to the central district.

North
2,141 x .06 = 128 ÷ .18 = 711 headcount
711 x .45 = 320 part-time; 391 full-time
320 ÷ 3 = 107 + 391 = 498 FTE

Central
2,464 x .06 = 148 ÷ .18 = 822 headcount
822 x .45 = 370 part-time; 452 full-time
370 ÷ 3 = 123 + 452 = 575 FTE
575 + 1,425 = 2,000

South
2,151 x .06 = 129 ÷ .18 = 711 headcount
711 x .45 = 320 part-time; 391 full-time
320 ÷ 3 = 107 + 391 = 498 FTE

Method #2

Eleven percent of all high school seniors enter a community college in areas which sponsor a community college; they represent about 23% of enrollment. Part-time students represent 45% of district enrollment and each part-time is 1/3 full-time. In addition, approximately 1,425 FTE from outside the ten-county district have been added to the Central District.

North 2,141 x .11 = 235 freshmen ÷ .23 = 1,022 headcount
1,022 x .45 = 460 part-time; 562 full-time
460 ÷ 3 = 153 + 562 = 715 FTE

Central 2,464 x .11 = 271 ÷ .23 = 1,178 headcount
1,178 x .45 = 530 part-time; 648 full-time
530 ÷ 3 = 177 + 648 = 825 FTE
825 + 1,425 = 2,300

South 2,151 x .11 = 236 freshmen ÷ .23 = 1,022 headcount
1,022 x .45 = 460 part-time; 562 full-time
460 ÷ 3 = 153 + 562 = 715 FTE

Enrollment Projections

Projection A. "Do Nothing State"

1) No new sponsor districts;
2) 11% high school graduate enrollment from sponsor districts;
3) Decline of 300 non-sponsor students 1976-77 through 1978-79;
4) No increase in community education/continuing education enrollment.

Based upon estimated population trends in North Central Pennsylvania, secondary enrollment projections show a peak period about 1980 with moderate decline after that date. The projected decline of non-sponsor students is based upon current state-wide efforts to offer community college type services to areas which do not sponsor, or are not accessible, to a community college. Since WACC currently attracts students from all areas of the state, we estimate a 50 percent enrollment decline from those areas which will probably start a paper or floating community college in the next three years. Projection A has been termed the "Do Nothing State" since it assumes no change in rates of attendance or in sponsorship.

Projection B. "Steady State"

1) No new sponsor districts;
2) Increase from 11% to 16% high school graduates enrolling from sponsor districts;

3) Decline of 300 non-sponsor students 1976-77 through 1978-79;
4) Little increase in community education/continuing education enrollment (by 1985).

Projection B holds its own over the next ten years by balancing a decline of non-sponsor enrollment with a modest increase in sponsor enrollment. Projection B has been called the "Steady State."

Projection C. "Moderate Growth"

1) One new sponsor each year - 29 sponsors by 1985 - 8 non-sponsors;
2) Increase from 11% to 20% high school graduates entering from sponsor districts by 1985;
3) Decline of 300 non-sponsor students by 1985;
4) Doubling of community education/continuing education enrollment by 1985.

Projection C calls for a more aggressive recruitment plan coupled with improved community and regional relations. This would enable the College to reach the goal of 20% of all high school seniors enrolling (half of those who continue their education) by 1985. This figure, or one of five sponsor high school graduates enrolling, is generally recognized as the maximum attendance factor at a community college. Projection C also assumes Board of Trustees action to correct current problems concerning the Articles of Agreement with Sponsor Districts, and repeal of the New Sponsor Capital Back-Charge policy. These changes would enable the College to attract new sponsors, thus helping to increase postsecondary enrollment. Projection C has been termed "Moderate Growth."

Projection D. "Desired State"

1) Three main centers or campuses: North, Central, and South; most non-sponsor districts joining because of increased service and accessibility;
2) Tripling of community education/continuing education enrollment by 1985;
3) Projections are an average of Method #1 and Method #2.

Projection D would go the farthest toward offering equal educational opportunity to all of the people of North Central Pennsylvania. It calls for three campuses or centers - North, Central, and South. If a community college is charged with the responsibility of providing low-cost, efficient educational programs and services to a large, multi-county, primarily rural, service area, then planning should develop around the multi-center or multicampus approach, with both faculty and students scheduled into one or more of the centers. This type of operation is successfully working at the Community College of Allegheny County which has three campuses and one center, and in large geographic community college districts in Iowa, California, Texas, and other states. Projection D provides optimum growth for the College and has been termed the "Desired State."

Recommendation: Three Main Campus Centers

Projection D responds to the realization that currently WACC is not adequately serving residents who live more than 25-30 miles from Williamsport.

> According to a Department of Education study, there is a sharp decline in attendance rates beyond the 25 mile radius of existing Pennsylvania community college campuses and centers. Halstead and others have confirmed the fact that enrollment rates decline rapidly as distance and commuting time from the campus increase. Most community colleges draw up to 90 percent of their enrollment from students living within a 30-mile commuting radius. Establishment of three regional education centers would place all residents in our ten-county service district within 30 miles of a campus or center.

In considering the recommendations inherent in Projection D, we should keep in mind the following general observations made by the Pennsylvania Office of Higher Education, based on data related to the Task Force on Two-Year Postsecondary Education in Pennsylvania: 1) In the determination of delivery services, it is pointed out that educational choices for the great majority of students are made on the basis of accessibility to institutions and the economic status of the family. 2) It is the obligation of the Commonwealth to assure equal educational opportunity for all residents, and to find a way of serving those areas and residents of the Commonwealth which are either not served or inadequately served.

The additional centers could be rented, as needed, in each region, or, part-time use could be made of available space in existing schools, colleges, and industry. Part of the facilities could even be on wheels. Extensive use could be made of individualized instruction through television, audio-visual, and other forms of self-paced learning. Contracts could be entered into with other institutions or industry.

Change of Name

> In order to truly realize the decentralization of education programs and services at various centers and sites throughout the ten-county area, the College should also consider changing its name from that depicting one location, "Williamsport," and choose a new name which would be more in keeping with the regional service concept, such as North Central Pennsylvania Community College.

Based upon plans to begin offering programs for part-time and full-time students in three distinct regions by the fall of 1977, within four years, or by the fall of 1980, the Northern and Southern regions would each be serving an average of 600 postsecondary FTE (range: 500 - 715 FTE each) while the Central region would attract a maximum of 2,150 FTE (range: 2,000 - 2,300) by the same time. The Central region would continue to attract students from throughout the state because of unique state-wide programs available at the Williamsport campus. An estimated 1,400 of the 2,150 FTE would come from beyond the ten-county service area. An example of how the Northern and Southern regions might develop is demonstrated by the Central area which currently offers programs at three mail centers Montoursville, Allenwood, and Williamsport.

Degree and Certificate

Summary of Postsecondary FTE Projections 1975-85

Year	Do Nothing Projection A	Steady State Projection B	Moderate Projection C	Desired Projection D
1975	2,400	2,400	2,400	2,400
1976-77	2,358	2,376	2,428	2,500
1977-78	2,338	2,374	2,446	2,723
1978-79	2,335	2,382	2,481	2,945
1979-80	2,360	2,420	2,547	3,167
1980-81	2,385	2,482	2,631	3,350
1981-82	2,310	2,409	2,572	3,325
1982-83	2,261	2,377	2,557	3,300
1983-84	2,236	2,372	2,569	3,275
1984-85	2,187	2,321	2,534	3,250
1985-86	2,137	2,306	2,530	3,250

Community Education

Community education is designed to: 1) provide low-cost lifetime learning opportunities, cultural and personal enrichment, recreational and career training, or up-grading, for district area adults; 2) provide special training programs on or off-campus to meet the needs of community organizations, professional associations, business, industry, labor unions, prisons, and governmental agencies.

During 1974-75, 125 mini-courses and career courses, workshops, lectures, seminars, and conferences were offered for police, fire, and prison personnel. Courses were also offered in homemaking, business and computer science areas, as well as several other curricular fields.

A national trend shows that the increased numbers of adult students enrolling in community colleges represent a significant future enrollment growth sector. The adult "non-traditional" student looking to the community college for educational opportunities within his or her geographical and financial reach might be:

(1) a worker with a family to support
(2) an unemployed worker whose skills need upgrading
(3) a housewife and mother who must work
(4) a housewife who wants to develop interests outside the home
(5) a taxpaying voter in the college service district area
(6) a retired person who wants to use leisure time productively
(7) a worker whose company, agency, or union will cooperate to provide on-site in-service training for advancement on the job
(8) a professional who wants to keep up with changing technology

Approximately 450,000 people live and work within the boundaries of our ten-county service district area. Of this population, however, only about 1 1/2 percent (6,617) were served by the Williamsport Area Community College during 1974-75 in postsecondary, community education, and secondary programs. Approximately 45 percent (2,973) of that total headcount enrollment was in community education. Or, seen another way, College community education services were provided for 6.62 of every 1,000 district inhabitants.

Community education enrollment over the past ten years has shown a somewhat moderate growth pattern as represented in the following data:

Year	Population[1]	Headcount	F.T.E.[2]	Ratio[3]
1965	439,510	1,080	65	2.46
1966	440,673	1,417	90	3.22
1967	441,836	1,888	143	4.27
1968	442,999	2,177	163	4.91
1969	444,162	2,381	186	5.36
1970	445,330	2,564	195	5.76
1971	446,405	2,529	206	5.67
1972	447,680	3,016	185	6.74
1973	448,955	2,632	251	5.86
1974	449,084	2,973	167	6.62

[1] Population: Office of State Planning and Development
[2] Community/Continuing Education FTE
[3] Ratio: Number of residents per 1,000 ten-county district population, enrolled in community education.

Ratio of Community Education Enrollment Potential to the Population of WACC 10 County Service Area District: Actual and Projected

Year	10 County Service Area Population	Do Nothing/Steady State		Moderate (.50 per 1,000 growth)		Desired (1.00 per 1,000 growth)	
		Ratio Per 1,000	Headcount Goal	Ratio Per 1,000	Headcount Goal	Ratio Per 1,000	Headcount Goal
1974	449,084(actual)	6.62	2,973	6.62	2,973	6.62	2,973
1975	450,067	6.62	2,979	7.00	3,150	7.00	3,150
1976	450,434	6.62	2,982	7.50	3,378	8.00	3,603
1977	450,801	6.62	2,984	8.00	3,606	9.00	4,057
1978	451,168	6.62	2,987	8.50	3,835	10.00	4,512
1979	451,535	6.62	2,989	9.00	4,063	11.00	4,967
1980	451,903	6.62	2,991	9.50	4,293	12.00	5,422
1981	455,238	6.62	3,013	10.00	4,552	13.00	5,918
1982	458,573	6.62	3,035	10.50	4,815	14.00	6,420
1983	461,908	6.62	3,057	11.00	5,080	15.00	6,928
1984	465,233	6.62	3,079	11.50	5,350	16.00	7,443
1985	468,600	6.62	3,102	12.00	5,623	17.00	7,966

It seems reasonable to assume that College community education enrollments in the WACC District service area could experience "moderate" or "desired" levels of growth if new programs were developed with school districts, community agencies, and industry.

The enrollment potential for community education, as shown on page 53, is portrayed in Do Nothing/Steady State, Moderate, and Desired growth conditions and is based upon Office of State Planning and Development population projections. It is estimated that the annual increase in the Williamsport Area Community College community education enrollments could range from insignificant fluctuations in the Do Nothing/Steady State to a Desired State growth of 1 person per 1,000 population for each of the next ten years. Thus, enrollment in the College's community education program could be between 2,991 and 5,422 in 1980 and between 3,102 and 7,966 in 1985.

Secondary

Secondary vocational programs represent the historical fabric of The Williamsport Area Community College. Twelve of the 19 sponsor districts enroll students in 19 secondary vocational programs. The College's secondary program offers a cosmetology program in cooperation with two private cosmetology schools and a capstone cooperative education program to senior year students. Secondary programs are predominantly trade and industrial oriented. Seventy percent of the enrollment is male; 30 percent, female. Programs operate on a 2-, 6-, or 9-week-about system with students spending equal amounts of time at the College and at their home high schools.

School District	1972-73	1973-74	1974-75	1975-76
Canton	41	40	53	85
East Lycoming	35	35	64	66
Jersey Shore	146	171	217	211
Keystone Central				
Bald Eagle Nittany	20	47	88	118
Lock Haven	31	45	35	69
Renovo	20	29	19	17
Sugar Valley			50	38
*Millville	56	60	56	43
Montgomery	57	60	76	57
Montoursville	49	65	70	78
Southern Tioga	46	32	38	45
South Williamsport	57	76	80	92
*Sullivan County	74	79	98	117
*Warrior Run	110	119	129	133
Williamsport	270	307	292	301
Total	1,012	1,165	1,365	1,470

*Sophomore students plus juniors and seniors

The four year enrollment summary on the preceding page indicates a growth trend of 100 - 200 students per year.

Nine school districts enroll junior and senior students while three districts also make the program available to tenth grade students. Currently there are 6,585 students enrolled in senior, junior, and (3) sophomore classes in the 12 secondary sponsor school districts. The 1975-76 secondary vocational program enrollment of 1,470 represents 22.32 percent of the total base sponsor school district enrollment.

Summary of Secondary Headcount

Projections: 1975-85

Year	Total Sec.* Base Enroll.	Do Nothing Projection A	Stready State Projection B	Moderate Projection C	Desired Projection D
1975	(6585)	1,470**	1,470**	1,470**	1,470**
1976	(7129)	1,591	1,591	1,591	1,591
1977	(7399)	1,651	1,651	1,651	1,702(23)
1978	(7387)	1,649	1,649	1,699(23)	1,846(25)
1979	(7186)	1,604	1,604	1,796(25)	1,868(26)
1980	(6823)	1,523	1,523	1,842(27)	1,910(28)
1981	(6593)	1,472	1,472	1,846(28)	1,977(30)
1982	(6372)	1,422	1,465(23)	1,847(29)	2,039(32)
1983	(6017)	1,343	1,474(24.5)	1,865(31)	2,045(34)
1984	(5663)	1,264	1,472(26)	1,868(33)	2,095(37)
1985	(5288)	1,180	1,480(29)	1,850(35)	2,115(40)

*Secondary sponsor school districts: junior and senior grades plus 3 district spohomore grades.

**22.32 percent used to calculate projections unless another percentage indicated in parenthesis.

Note: Secondary FTE equals one-half headcount.

The above projections directly relate to the three-grade enrollment anticipated in the 12 secondary sponsor school districts from 1975-85. This enrollment trend corresponds to district, state, and national student enrollment data.

The approach used to project secondary vocational program enrollment was strongly influenced by the 1974 Annual Report of the State Advisory Council on Vocational Education. The Council's initial goal, as part of a State plan, is as follows:

> Goal I Continue to expand the range and diversity of vocational education throughout the state so that by the end of the 1970's, 50 percent of the students in secondary education will have a marketable skill upon graduation.

This goal or advocacy statement implies an orientation toward a concept of career education that provides students exposure to, and guided exploration of, career areas so that they can make realistic decisions regarding vocational choice. The College, in offering both secondary and postsecondary career educational programs, is in an unique position to plan, with school district personnel, an integrated approach whereby Career Development, which includes self and career awareness and exploration, decision making and planning skills, plus placement; and Career Preparation, which includes academic, vocational and technical education could merge into a kindergarten through adulthood Career Education Model.

Enrollment projections A - D reflect the degree to which secondary career development and career preparation services might be made available to North Central Pennsylvania secondary students. Projection D, "Desired State," establishes a goal of reaching 40 percent of all secondary sponsor school district students with expanded career options and opportunities by 1985.

Projection A. "Do Nothing"

A "Do Nothing" projection would merely allow secondary vocational program enrollments to rise and fall according to the present 22.3 percent enrollment from sponsor school districts. This decision would result in a loss of 290 students or a 20 percent decline in secondary enrollment by 1985.

Projection B. "Steady State"

Projection B maintains current enrollment (1,470) at the 22.3 percentage level until 1981 and then increases it through 1985 as shown above. Thus, 29.5 percent of secondary sponsor district enrollment (1,559) in the respective school grades would be involved in a vocational career program by 1985. This projection does not necessarily imply, however, an expanded role in career development and preparation.

Projection C. "Moderate Growth"

Projection C would proportionately reverse the downward ten-year enrollment plunge of Projection A into a 26 percent enrollment increase from 1975-85. This projection recognizes a need for career/vocational development and preparation education, and includes 35 percent (1,850) of the secondary sponsor school district student enrollment by 1985.

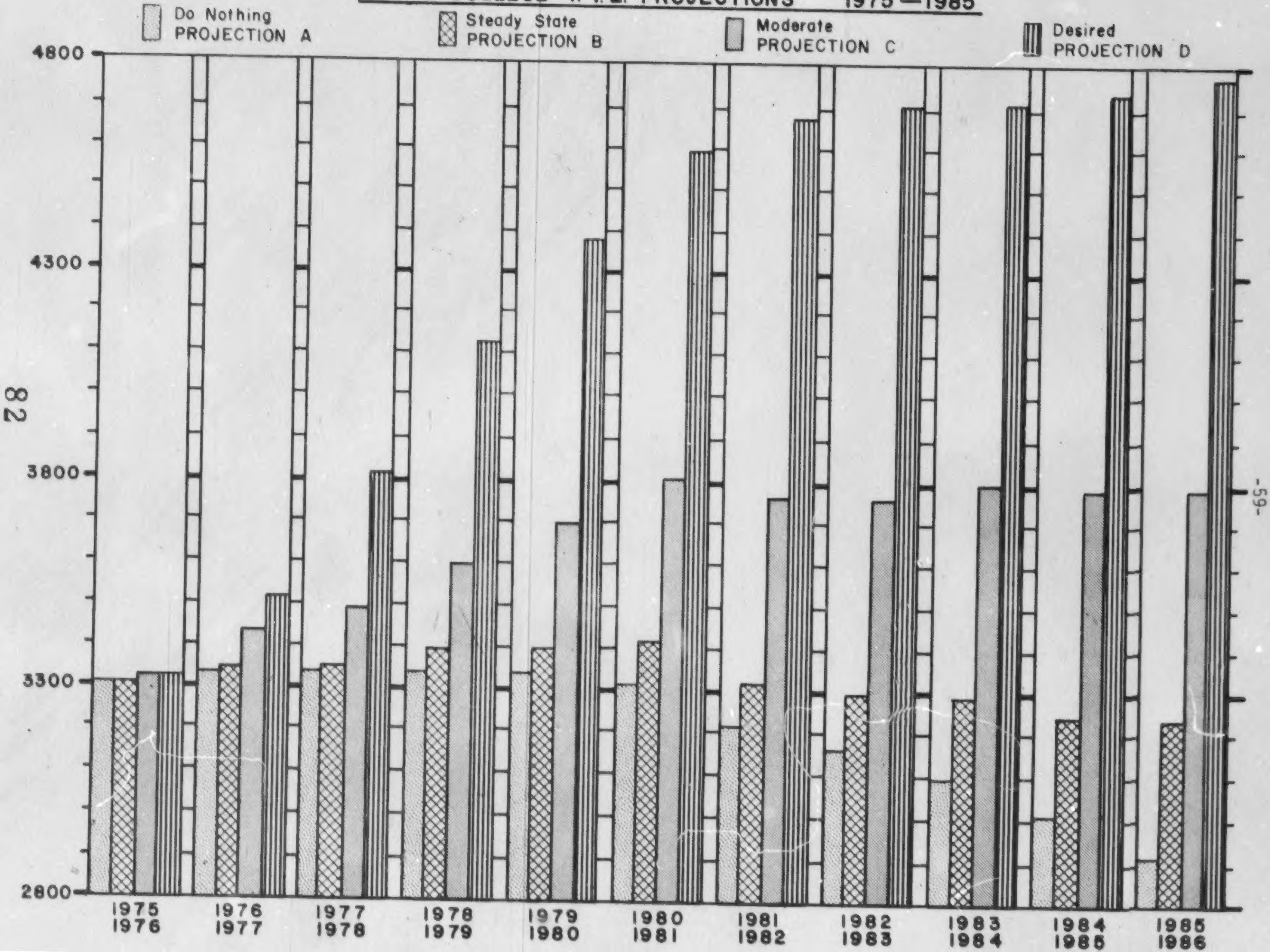
Projection D. "Desired State"

Projection D, while conservative in relation to the Council's timetable and number of students to be served, would come closest to providing education that encompasses vocational-technical education, as well as career exploration, career counseling, and career selection.

SUMMARY OF COLLEGE FTE PROJECTIONS

	DO NOTHING PROJECTION A				STEADY STATE PROJECTION B			
YEAR	PSIS	COMM. ED.	SIS	TOTAL COLLEGE	PSIS	COMM. ED.	SIS	TOTAL COLLEGE
1975	2,400	175	733	3,310	2,400	175	733	3,310
1976	2,358	175	796	3,329	2,376	175	796	3,347
1977	2,338	175	826	3,339	2,374	175	826	3,375
1978	2,335	175	825	3,335	2,382	175	825	3,382
1979	2,360	175	802	3,337	2,420	175	802	3,397
1980	2,385	175	762	3,322	2,482	175	762	3,419
1981	2,310	175	736	3,221	2,409	175	736	3,320
1982	2,261	180	711	3,152	2,377	180	733	3,290
1983	2,236	180	672	3,088	2,372	180	737	3,289
1984	2,187	185	632	3,004	2,321	185	736	3,242
1985	2,137	185	590	2,912	2,306	185	740	3,231

	MODERATE PROJECTION C				DESIRED PROJECTION D			
YEAR	PSIS	COMM. ED	SIS	TOTAL COLLEGE	PSIS	COMM. ED.	SIS	TOTAL COLLEGE
1975	2,400	190	735	3,325	2,400	190	735	3,325
1976	2,428	204	796	3,428	2,500	217	796	3,513
1977	2,446	217	826	3,489	2,723	245	851	3,819
1978	2,481	231	850	3,562	2,945	272	923	4,140
1979	2,547	245	898	3,690	3,167	299	934	4,400
1980	2,631	259	921	3,811	3,350	327	955	4,632
1981	2,572	274	923	3,769	3,325	357	989	4,671
1982	2,557	290	924	3,771	3,300	387	1,020	4,707
1983	2,569	306	934	3,809	3,275	417	1,023	4,715
1984	2,534	322	934	3,790	3,250	448	1,048	4,746
1935	2,530	339	925	3,794	3,250	480	1,058	4,738



TOTAL COLLEGE F.T.E. PROJECTIONS 1975—1985

VI. Educational Programs and Services

The College, in offering both secondary and postsecondary career educational programs, is in a unique position to plan with school district personnel an integrated approach whereby *Career Development,* which includes self and career-awareness and exploration, decision-making and planning skills, plus placement; and *Career Preparation,* which includes academic, vocational, and technical education could merge into a kindergarten through adulthood Career Education Model.

VI. EDUCATIONAL PROGRAMS AND SERVICES

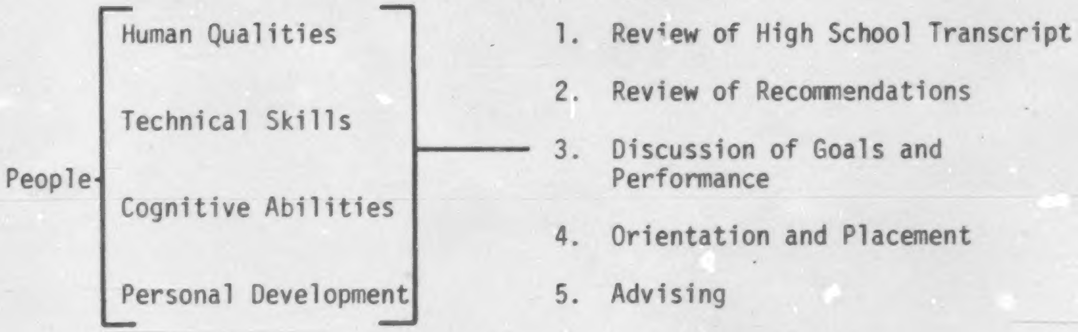
Curriculum and Instruction

Instructional Goals & Strategy

The instructional goals and strategy of The Williamsport Area Community College must be closely tied to its philosophical position and institutional goals. The College serves the widest diversity of skills, talents, and aspirations of any postsecondary educational institution in North Central Pennsylvania. Students range in age from mature adult to recent high school graduate. Each person brings unique and individual human qualities, technical skills, and cognitive abilities, and reveals different levels of personal development.

The instructional process assesses these individuals and attempts to identify strengths and developmental areas in each person. It is equally important to determine the aspirational level of each student and assist him in evaluating realistically his potentials and aspirations.

Instructional Assessment


People
Human Qualities
Technical Skills
Cognitive Abilities
Personal Development
1. Review of High School Transcript
2. Review of Recommendations
3. Discussion of Goals and Performance
4. Orientation and Placement
5. Advising

Because we believe firmly in the open door admission policy, the College carefully assesses the students' performance prior to entrance. The instructional flow model points out the review process used in assessing the individual. This orientation process is designed to:

1. Test individuals in math and English skills so that they may be placed at appropriate level of instruction
2. Advise them of the various opportunities available in the career areas which they have selected

3. Help them make sure that they have selected the correct technical or career area in which to study

4. Develop with them a plan for personal development and growth in which they may utilize the faculty and staff of this institution

5. Provide students who have already demonstrated skills in the technical areas, via previous education, work, or life experience, opportunities to take advance placement examinations.

Planning Advising Counseling Review

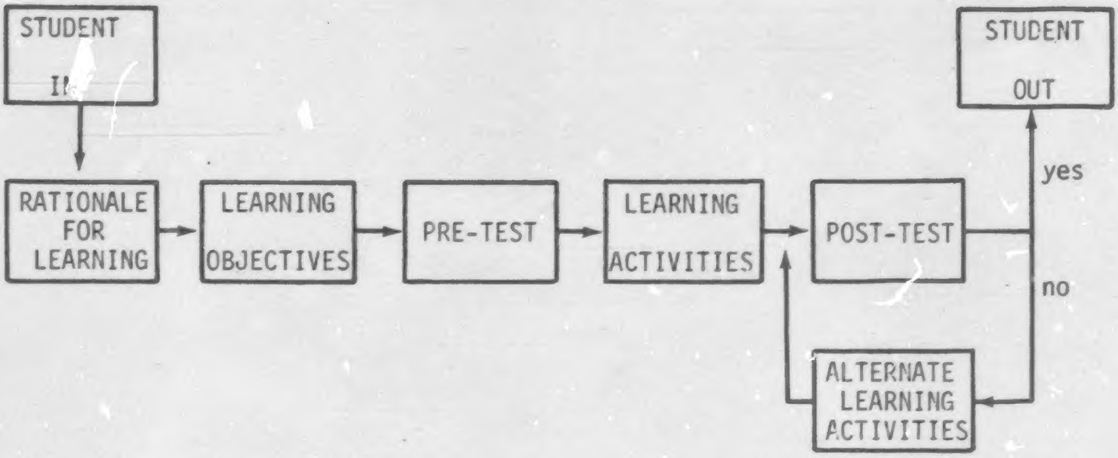
Planning, advising, counseling, and review play key roles in implementing the instructional model. To improve the operation of the model, the College has implemented a series of seminars for all new and return-faculty to help them develop their skills and become more effective learners and teachers. This staff development program has been most enthusiastically received by new faculty. Bi-weekly seminars are held throughout the academic year on mutually identified topics to further develop and improve instructional, counseling, and advising skills. A series of initial workshops for returning faculty also received enthusiastic response, warranting the planning of subsequent and similar instruction-related activities.

Learning-Teaching-Evaluation

Once the student enters the College the instructional assessment model then provides instructors, advisors, division directors, and counselors with information to help the student continually assess and evaluate his/her present performance, level of aspiration, and future areas for development.

Given that we have students entering with various levels of previous performance and future career aspirations, it is necessary that instructional programs contain a variety of alternatives to learning, teaching, and evaluation. Just as many students have individual characteristics which realistically effect their learning, so, too, many instructors and teachers have a variety of individual differences which need to be considered in designing alternative learning and teaching modes. The following diagram serves as a guide for the recognition and implementation of alternative learning and teaching styles.

Learning Diagram



Traditional Instruction

Most instruction is based upon the traditional group paced, fixed time schedule, similar goal course designed to complete a fixed number of credits or contact hours. The skills areas lend themselves most easily to trade and job analysis and the preparation of job sheets; that is, individual tasks which a student must successfully complete to master the various entry skill levels in a particular trade. These are step by step skill tasks which require cognitive understanding of theory as well as basic manual skill operation. The basic skill operation often dominates the instructional process, especially in the certificate programs. Students progress through job sheets and skill areas according to their own rate of speed. Many instructors feel (and have been taught in a similar fashion) that it is much easier to supervise and work with students when most of the group progress at approximately the same rate of speed.

Non-Traditional Instruction

At the same time, individuals at the institution are exploring and developing individualized self-paced instruction. Individualized self-paced instruction does allow for individual mastery at the student's own rate of speed. Educational theorists and research suggest that given sufficient time and appropriate assistance, 95 percent of the students can develop and acquire a high level of skill mastery and understanding. A few instructors have developed or adopted individualized learning modes which enable students to self-pace themselves through the material. Faculty also attempt to meet individual needs by offering special help, peer tutoring, supplementary self-paced instruction, and use of the learning resource center. The effort is erratic and often non-existent. This is an area that needs much development and work on the part of faculty members. They need to familiarize themselves more clearly with individualized instruction and begin to use it in their normal instructional methods.

Developmental Studies

Individual students should be given every opportunity to successfully acquire the skills necessary to achieve academic and occupational competencies and skill. Where learning disabilities surface, the College must be prepared to offer counseling and appropriate instruction. There is a critical need to strengthen the developmental studies program with specific exit competencies and criteria and an individualized, and in some cases, self-paced instructional program. At present a complete evaluation, examination, and proposed model for developmental studies in under consideration.

The College is presently developing a writing laboratory for use by all students and employees. The writing laboratory is designed on an individualized tutorial basis and offers assistance to students and faculty who feel that they need help with their writing skills. A similar approach has been used in providing peer tutors for math and science students during the past year. The College operates a student-help program in mathematics and physics whereby students may seek assistance from other students who have exhibited excellent skills in these subjects. These students are sponsored under the work-study program and have been able to provide a great deal of assistance to other students. Individualized instruction also occurs when some faculty members meet individually with students to offer additional help. The success of this method largely depends upon the efforts of the individual faculty members and is varied in its results.

College and University Transfer Programs

The function of a community college is to provide comprehensive educational opportunities for residents in its service area. During the 1975-76 academic year the College initiated a College and University Transfer Program (CUTP) to expand upon the General Studies and Individual Studies Programs. The CUTP identifies optional college transfer programs available to students and establishes recommended courses of study during their first two years. These programs need more vigorous promotion. Faculty are presently planning workshops, exchanges, and greater articulation with their colleagues in sponsoring high schools and neighboring four year institutions.

Career Education: Ladder-Lattice Concept

The Williamsport Area Community College is a unique educational institution. The College is the only institution in Pennsylvania that provides comprehensive secondary vocational technical education and comprehensive postsecondary technical, vocational and general education. The college offers twenty-one secondary vocational programs, over fifty postsecondary vocational and technical career programs, and a wide variety of offerings in communications, humanities, social sciences, mathematics and physical and life sciences.

In addition, over 300 courses in industrial training programs and community education opportunities are available through community education and services. The breadth and depth of the college offerings provide a multitude of opportunities and challenges.

The instructional process builds upon the assumption that students should be able to proceed in an orderly and planned way to accomplish their career and personal goals. The concept of building ladder and lattice curriculums is a distinct part of this assumption. An individual starts at whatever "rung" on the ladder is appropriate to his abilities and previous performance. As one elects to climb the rungs of the ladder there are various exit points or lattice areas where he or she may leave the institution and enter the job market with specific job skills and levels of human development. Likewise, an individual who is, or who has been, employed may also re-enter the institution on a full-time or part-time basis to upgrade his technical and personal skills. In this manner, an individual may advance at his or her own pace; entering and exiting the institution at the most appropriate career level.

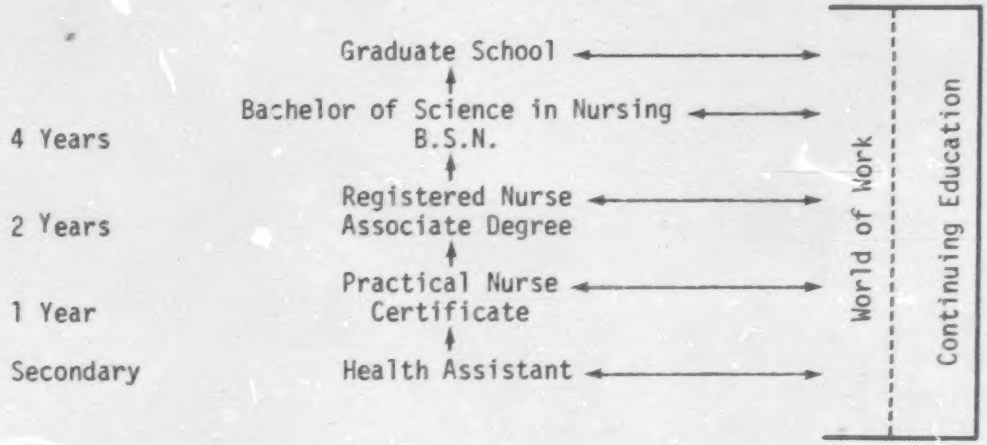
A ladder and lattice curricular and instructional concept demands close articulation and planning between secondary and postsecondary programs and institutions. The importance and relevance of this career education concept can be seen in the U.S. Office of Education model in Chapter III. This concept integrates the elements of career development (career/self-awareness, exploration, assessment, planning) and career preparation. The College does have the unique opportunity to develop as a model career education center.

At the present time we are exploring the development of ladder and lattice curricula between certain College secondary and postsecondary programs. The schematic on the following page illustrates this concept in the nursing area.

Under the auspice of our proposed early entry program a qualified (academically and socially) high school student, with the recommendation of his high school principal, could enroll in a college level program. By completing required electives in English, economics or Problems of Democracy, and physical education, in addition to the College curricular requirements, the students could earn a high school diploma as well as complete the first year of the college curriculum.

Ladder and lattice curricula and instructional development are high institutional priorities but still in embryonic stages of development.

Nursing Career Ladder-Lattice
Specific Skills - Cognitive Abilities


Graduate School
Bachelor of Science in Nursing
B.S.N.
4 Years
Registered Nurse
Associate Degree
2 Years
Practical Nurse
Certificate
1 Year
Health Assistant
Secondary
World of Work
Continuing Education

Community Education

The mature adult and community education student represents a virtually limitless instructional and curricular challenge. Adults bring rich and varied educational backgrounds, life and work experiences, and different personal and educational needs and strengths. The College has initiated the following activities to better serve this population:

1. Provided advising and counseling services
2. Developed evaluation procedures for credit for work and/or life experience
3. Established an industrial technology program
4. Opened a tot-watch service for 3 - 5 year old children of students

Community education instruction in the recreational and hobby areas clearly needs to be geared to hands-on activities. Many recreational adult learners demand activities that provide personal satisfaction and creation of something tangible. The institution plans to develop a coordinating council of community education instructors to augment our resources and assist new instructors in the teaching and learning process.

Regional Education Centers

The College established a part-time regional education center in the Canton-Troy area with the assistance of a dedicated local guidance counselor and a mature adult student in the community. A local advisory council guided the initial planning and course selection. This group will be an important source of future planning, evaluation, and recommendations for this region and will serve as a model for community educational development in the future.

In order to properly serve the educational needs of the College service areas the institution studied the population distribution, vocational-technical needs of the area, and alternatives, to provide more comprehensive educational services to our region. We are presently exploring with the Pennsylvania Department of Education a plan to conduct a feasibility study of the postsecondary vocational-technical educational needs of our service area.

Unit goal 9 addresses the establishment of regional education centers.

Correctional Programs

Another special instructional opportunity and challenge lies in our cooperative educational programs with federal correctional institutions. Full-time programs in Dental Laboratory Technology and Food Service Management operate at Lewisburg, while part-time study in data processing and college and university transfer programs continues to expand and grow at both Lewisburg and Allenwood. In addition, a number of technical career course offerings are under future consideration. A great deal of coordination and cooperation must exist to operate these programs. They require flexible time scheduling, special instructional orientation and preparation, careful understanding of rules and regulations, and different curriculum.

The College initiated and cooperatively developed special planning procedures and a careful staff orientation program for new personnel. As a result of an evaluation of the curricular and instructional programs by the Federal Bureau of Prisons, Lewisburg Federal Penitentiary has asked the College to offer all their basic credit courses and four new college transfer and business administration courses at Allenwood. This represents an interesting experiment in offering courses at our Allenwood (Earth Science) campus to both prison inmates and members of the community at the same time.

Special Worklife Programs

The Williamsport Area Community College is deeply committed to providing performance-oriented educational services responsive to the current needs and interests of individuals and organizations in our service area. It is our mission to work with other agencies in developing the full potential of individuals and communities.

For the past two years, The Williamsport Area Community College has cooperated with the State CETA Office, the Lycoming-Clinton County CETA Consortium, the Bureau of Employment Security, and regional business and industry to initiate and develop special worklife (formerly Manpower) training programs to assist the unemployed and underemployed. These programs are federally funded through The Comprehensive Employment and Training Act of 1973 (CETA). Programs offered include: Environmental Outdoor Laboratory Training Program, Landscaping Design and Environmental Demonstration Work Program, Building Maintenance and Repair Training Program, Heavy Equipment Training Program, General Building Maintenance Mechanic Program, Light Duty Automotive Mechanic Program, Nurse's Aide Training Program, and other training provisions. Approximately 200 individuals of all ages have received education and training through these programs.

Curriculum and Instruction Planning Process

Programs: Initiation, Investigation, Development,
Implementation, Evaluation

Curriculum and instructional evaluation form the cornerstone of institutional assessment. How well an individual lives and performs in the world ought to be the ultimate evaluation of the institution's contribution. The review and feedback phase of evaluation needs considerable emphasis. Follow-up studies on placement, surveys of employers, surveys of graduates' personal development, and reports from advisory committees ought to assist in evaluating the instructional process and supplement curricular revision and evaluation.

The following pages list those degree and certificate programs and enrollments that have comprised the College's postsecondary and secondary instructional program since 1971. The proposed program planning model provides a method to initiate, upgrade, or delete programs as the future dictates.

The WILLIAMSPORT AREA COMMUNITY COLLEGE

LONG-RANGE PROGRAM PLANNING MODEL

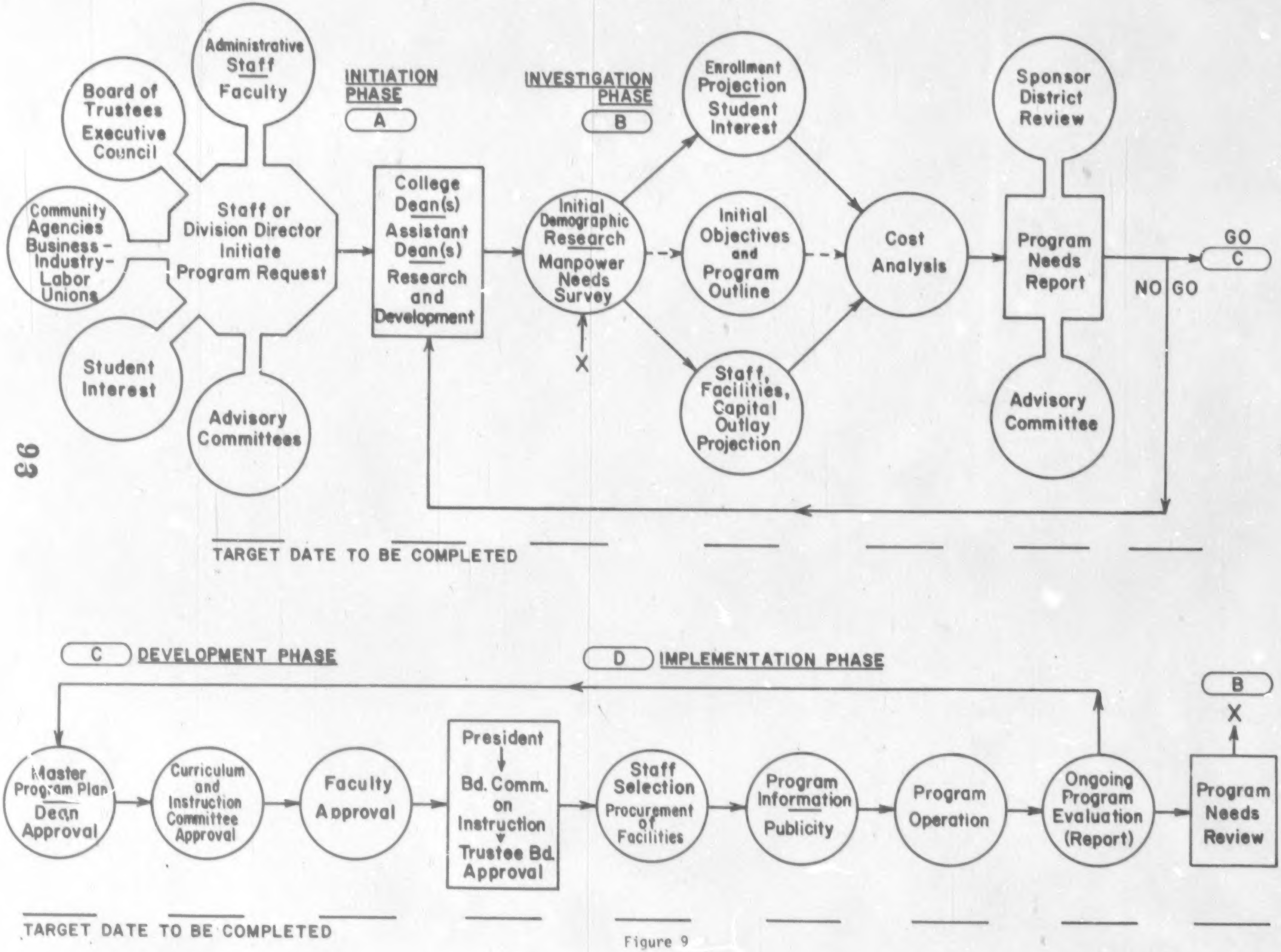

Board of Trustees Executive Council
Administrative Staff Faculty
Community Agencies Business - Industry - Labor Unions
Staff or Division Director Initiate Program Request
Student Interest
Advisory Committees
INITIATION PHASE
A
College Dean(s) Assistant Dean(s) Research and Development
INVESTIGATION PHASE
B
Initial Demographic Research Manpower Needs Survey
X
Enrollment Projection Student Interest
Initial Objectives and Program Outline
Staff, Facilities, Capital Outlay Projection
Cost Analysis
Sponsor District Review
Program Needs Report
Advisory Committee
GO
C
NO GO
TARGET DATE TO BE COMPLETED
C
DEVELOPMENT PHASE
D
IMPLEMENTATION PHASE
Master Program Plan Dean Approval
Curriculum and Instruction Committee Approval
Faculty Approval
President
Bd. Comm. on Instruction
Trustee Bd. Approval
Staff Selection Procurement of Facilities
Program Information Publicity
Program Operation
Ongoing Program Evaluation (Report)
Program Needs Review
X
B
TARGET DATE TO BE COMPLETED

Figure 9

ENROLLMENT - POSTSECONDARY

APPLIED ARTS CERTIFICATE PROGRAMS

Division-Program	1971	1972	1973	1974	1975	% of Change 71-75
Building Technologies						
Construction Carpentry	105	125	145	178	189	+80
Plumbing & Heating	46	71	58	60	106	+130
(Tile Setting)	3	-	-	-	-	-
(Woodpattern Making)	7	1	-	-	-	-
	161	197	203	238	295	+83
Business & Computer Science						
Clerical Studies	22	13	13	1	7	-68
Computer Operator	-	-	-	-	24	-
	22	13	13	1	31	+41
Earth Science						
Service & Operation of Heavy Construction Equipment	99	125	97	93	104	+ 5
Electrical/Electronics						
Electrical Construction	131	117	146	169	153	+17
Office Machine Repair	29	36	35	11	-	-
	160	153	181	180	153	- 4
Engineering & Design Technologies						
Machinist General	89	63	44	40	56	-37
Mechanical Drafting	123	85	60	33	41	-67
Printing	50	52	28	17	17	-66
Sheet Metal	10	14	12	2	-	-
Sign Painting	7	8	7	1	3	-57
Welding	57	44	34	33	46	-19
	336	266	185	126	163	-51

Division-Program	1971	1972	1973	1974	1975	% of Change 71-75
Mathematics, Science, & Allied Health						
*Food Services Management	-	9	5	-	16	0
Operating Room Technician	-	8	12	12	15	+88
(Surgical Technology)	11	-	-	-	-	-
Practical Nursing	67	77	72	68	77	+15
	78	94	89	80	108	+38
Transportation Technologies						
Auto Body Repairman	45	38	36	38	40	-11
Automotive Mechanics	75	86	101	88	105	+40
Aviation Maintenance Technology	85	59	48	42	49	-42
Diesel Mechanics	69	97	103	90	89	+29
	274	280	288	258	283	+ 3
Certificate Program Total	1,130	1,128	1,056	976	1,137	+.6

DEGREE PROGRAMS

Division-Program	1971	1972	1973	1974	1975	% of Change 71-75
Building Technologies						
Carpentry & Building Construction Technology	44	36	51	69	71	+61
Business & Computer Science						
Accounting	97	87	65	62	71	-27
Business Management	133	119	94	75	84	-37
Computer Science Technology	89	100	75	76	82	- 8
(Data Processing)	40	6	-	-	-	-
(Industrial Management)	30	12	2	9	-	-
Industrial Technology	-	-	-	-	11	-
Secretarial Science	90	96	89	81	85	- 6
	479	420	325	303	333	-30

*Lewisburg Federal Penitentiary

Division-Program	1971	1972	1973	1974	1975	% of Change 71-75
Communications, Humanities & Social Sciences						
Broadcasting	38	46	43	44	45	+18
Journalism	31	25	10	25	30	-
Library Assistant	28	22	20	7	1	-96
	97	93	73	76	76	-22
Earth Science						
Forest Technology	112	129	121	109	130	+16
Ornamental Horticulture Technology						
a. Floriculture	9	18	28	35	41	+356
b. Nursery Management	26	39	44	38	49	+88
	147	186	193	182	220	+50
Electrical/Electronics						
Electrical Technology	43	51	47	37	60	+40
Electronics Technology	94	86	63	72	99	+5
	137	137	110	109	159	+16
Engineering & Design Technologies						
Advertising Art (1976-77)	-	-	-	-	-	-
Architectural Technology	79	68	66	63	69	-13
Civil Engineering Technology	52	48	37	46	44	-15
Engineering Drafting Technology	68	32	18	30	34	-50
Graphic Arts	20	21	34	55	64	+220
Technical Illustration	26	25	20	21	19	-27
Tool Design Technology	19	11	1	0	4	-79
Toolmaking Technology	40	39	31	29	35	-13
	304	244	207	244	269	-12
Mathematics, Science & Allied Health						
*Dental Laboratory Technician	-	-	-	31	40	-
Food and Hospitality Management	22	19	28	20	40	+82
Radiologic Technology	16	21	20	23	26	+63
	38	40	48	74	106	+179

Division-Program	1971	1972	1973	1974	1975	% of Change 71-75
Transportation Technologies						
Automotive Technology	64	67	45	38	42	-34
(Career Pilot Technology)	18	3	-	-	-	-
	82	70	45	38	42	-49
Degree Program Total	1,328	1,226	1,052	1,095	1,276	-4
	LIBERAL ARTS			COLLEGE AND UNIVERSITY TRANSFER PROGRAM		
Business Administration	70	56	40	Associate of Arts - Indiv. Studies		
Education-Social Work	247	205	159	2	23	(AAIS)
Pre-Engineering	11	5	3	Associate of Arts - Gen. Studies		
Liberal Studies	50	50	27	190	142	(AAGS)
Mathematics-Science	43	37	39			
Special Students	7	10	2			
**Unclassified (Comm. Ed. Credit courses)					330	
Associate Degree Total	428	363	270	192	495	+15
Developmental	42	78	39	16	5	-88
TOTAL ALL PROGRAMS	2,928	2,795	2,417	2,279	2,913	-.5

* Lewisburg Federal Penitentiary

** Computed in Liberal Arts figures for 1971-73/ not included in 1974 enrollment figures/ given separately for 1975.

ENROLLMENTS -- SECONDARY

	1971	1972	1973	1974	1975	% of Change 71-75
Architectural Drafting/Mechanical Drafting (Combined for 1975/76 year)	33/24	26/30	36/15	40/8	31	-46
Automotive Body Repair	75	111	95	114	130	+73
Automotive Mechanics	109	110	137	165	192	+76
Aviation Mechanics	40	33	33	28	15	-62
Carpentry	111	164	240	237	200	+80
Cosmetology	-	-	105	165	221	+110
Electrical Construction	33	38	47	48	53	+61
Electronics	29	21	23	34	34	+17
Forestry	37	49	49	64	87	+135
Health Assistance	27	31	42	39	40	+48
Horticulture	19	31	38	46	74	+289
Machine Shop	90	61	46	34	40	-55
Masonry	-	-	-	38	67	+76
Printing	29	25	33	31	30	+3
(Sheet Metal)	-	9	12	-	-	-
Sign Painting	9	9	11	13	37	+311
Small Gas Engine Repair	-	35	34	39	37	+6
Tile Setting and Floor Covering	33	30	33	29	19	-42
Vocational Agriculture	20	35	38	29	33	+65
Welding	61	76	98	97	107	+79
Total Enrollment	779	922	1165	1301	1451	+86

CURRICULUM AND INSTRUCTION

Unit Goals

1. Provide an assessment process for all students that enables them to realistically identify their strengths, areas in need of development, personal aspirations, and human qualities.

2. Develop a tentative educational, personal, and career development plan with each student based upon the results of his/her individual assessment.

3. Provide comprehensive technical, career, and general education programs that will enable students to secure employment and cope with an increasingly complex world.

4. Insure that students acquire specific skills at the necessary competency levels required in their technical areas. The College will assist students in acquiring interest in learning new skills and knowledge in their vocation after they leave the College.

5. Revise, continuously, curricular and program offerings to reflect current career requirements and develop new programs to respond to the technological and social changes within the society.

6. Develop and establish curriculums based upon continuous entry, exit, and re-entry stages of learning. Carefully coordinate secondary and postsecondary instruction to reflect ladder and lattice learning opportunities.

7. Offer and promote lifelong learning opportunities to people living in our service area. These opportunities will be geared to meet individual career and personal needs.

8. Develop the environment and encourage experiences that lead to self-renewal on the part of staff and students.

9. Develop cooperative programs with public and private institutions, business, and industry utilizing existing physical, social, and community resources.

10. Assist students in developing judgment, initiative, self-discipline, and social, community, and work responsibility.

11. Establish a Center for Alternative Learning and Teaching to research, review, and disseminate information, materials, and resources. The Center will assist both students and instructors pursuing this type of learning and teaching.

12. Unique Postsecondary Goals:

a. Gain recognition and operate as a statewide career education institution for specific high cost vocational-technical programs.

b. Expand both vocational-technical and College and University Transfer Program offerings for full and part-time students.

c. Encourage more students to utilize the Individual Studies Program to explore career and liberal arts options.

13. Unique Secondary Goals:

Provide a program which will broaden and enrich the secondary school curriculum and reflect individual needs and interests as well as the available occupational opportunities.

Unit Goal I

Provide an assessment process for all students that enables them to realistically identify their strengths, areas in need of development, personal aspirations, and human qualities.

OBJECTIVE 1

Provide Mathematics, English and Psychomotor placement examinations for degree and certificate candidates prior to entering a course/curriculum.

Sub Objectives

a. Mathematics and English faculty will develop valid and reliable placement tests. Other placement tests will be developed where appropriate.

b. Mathematics and English placement tests will be administered during Freshman Orientation in May and August to all appropriate students.

c. After evaluation, students will be scheduled for courses at the appropriate level in order to give them a reasonable chance of successfully completing the course requirements.

d. Students will have latitude of movement during the first four weeks of the semester. If a student is directed into a particular course, he can move up to a higher level course or down to a lower level course with the approval of instructor and division director during this time period. Hopefully this would be accomplished within the first two weeks of class.

Responsibility	Initiate	Complete	Cost
Deans & Div. Directors	Fall, 1975	Continuous	Staff time

OBJECTIVE 2

Design and implement a comprehensive developmental studies program.

Sub Objectives

a. Establish a Career Development Center to facilitate student awareness of: self as related to occupations, occupations as related to self; occupations as they relate to other occupations; entrance requirements and advancement opportunities within differing occupations; differing working conditions and social, economic and living differences among and within various occupations.

b. Establish competency based entry and exit points for language, writing, mathematical, occupational, and study skills for various courses and programs.

c. Develop a functional referral system to enable faculty to refer students to the developmental skills center and receive regular feedback.

Responsibility	Initiate	Complete	Cost
a. Dean of PSIS/SIS	Fall, 1976	Continuous	$2,000
b. Coord. Dev. Studies	January, 1976	Continuous	Staff time
c. Coord. Dev. Studies	November, 1976	April, 1977	Staff time

OBJECTIVE 3

Develop a comprehensive Vocational Diagnostic Program.

Sub Objectives

a. A series of weekly diagnostic programs will be developed and offered to junior and senior high school students.

b. Short term programs will be offered to students and adult members of the community for vocational assessment. Opportunities for entry into and retraining for the world of work and living will be explored.

c. Vocational assessment programs will also be offered for the purpose of assisting people wishing to upgrade their present skills.

Responsibility	Initiate	Complete	Cost
Asst. Dean for Student & Career Development	Summer, 1976	Continuous	$1,000/annual

OBJECTIVE 4

In order to implement an effective and ethical open-door admission policy, the College will develop specific skill, educational, and health standards necessary to enter each curriculum. Additionally, the College will develop alternative methods for students to acquire these basic entry skills.

Responsibility	Initiate	Complete	Cost
Admissions and Div. Dir. & PSIS Faculty, Dean SIS	Fall, 1976	June, 1977	Staff time

OBJECTIVE 5

After surveying student and faculty interests and needs, the College will plan artistic, cultural, and recreational activities that meet the needs of its students.

Responsibility	Initiate	Complete	Cost
Ass't Dean Stud. Career Development, Dir. of Stud. Act. & PSIS Faculty	Fall, 1976	Continuous	$3,000/annual

Unit Goal II

Develop a tentative educational, personal, and career development plan with each student based upon the results of his/her individual assessment.

OBJECTIVE 1

Advanced standing will be offered to all qualified students through the following evaluative methods:

a. Advanced Placement Tests
b. Credit by Examination
c. Life/Work Experience - Each division will develop criteria, procedures, and competencies for evaluating appropriate experience based upon the competencies required in each curriculum. The plan and evaluation mechanics will be approved by the Dean of PSIS and the Academic Standards Committee.

Responsibility	Initiate	Complete	Cost
a. Deans (PSIS & SIS)	Fall, 1969	March, 1976	Not appreciable
b. Dean of PSIS	1970	March, 1976	Not appreciable
c. Division Dir. Dean PSIS, Acad. Stand. Committee	Spring, 1975	May, 1976	Staff time

OBJECTIVE 2

The College will review and update the academic advising system.

Sub Objectives

a. An up-to-date advisor's handbook will be prepared biannually - looseleaf notebook.

b. Advisor seminars will be offered to all new faculty members each semester.

c. Advisor updating seminars will be presented annually for all returning faculty and staff.

d. Each student, including adjunct students, will be assigned an advisor.

e. Accurate, up-to-date, advisor-advisee lists will be prepared by each division

f. Construct five small student-faculty conference rooms in Unit 15 where private and personal advising and counseling may be conducted.

Responsibility	Initiate	Complete	Cost
a. Dean PSIS, Ass't Dean Stud. Career Dev.	March, 1976	June, 1976	$1,500
b. "	Fall, 1975	Continuous	Not appreciable
c. "	Fall, 1976	Continuous	Not appreciable
d. Asst. Dean, Com. Ed.	Spring, 1976	Continuous	Not appreciable
e. Division Directors	Fall, 1976	Continuous	Not appreciable
f. Dir. Physical Plant	Spring, 1976	Spring, 1976	$1,000

OBJECTIVE 3

The College will provide alternative learning opportunities.

Sub Objectives

a. Home based learning opportunities will be offered. The following will have top priority:
   (1) Developmental Mathematics
   (2) Basic Writing Skills

b. College at Home Programs explored and implemented where appropriate.

c. Individualized learning opportunities such as auto-tutorial and self-paced instruction will be provided.

d. Investigate Cooperative Programs and develop pilot program(s).

e. Consortium Arrangements between industry and other educational institutions will be developed and expanded.

f. College and University Transfer Programs (CUTP) will be expanded to reflect student needs.

g. The institution will offer students more opportunities to meet their special interests by utilizing the special topics courses (299).

Responsibility	Initiate	Complete	Cost
a. Dev. Studies, Math & Eng. Faculty	February, 1976	May, 1976	Not appreciable
b. Dean, PSIS, Div. Dir.	Fall, 1977	Fall, 1978	$2,000
c. Learning Resources Center	Spring, 1976		
d. Dean of PSIS	Spring, 1976	Spring, 1977	$2,500
e. Dean of PSIS	Spring, 1975	Continuous	Staff time
f. PSIS Staff	Fall, 1975	Continuous	$5,000
g. PSIS Staff	Fall, 1975	Continuous	Not appreciable

OBJECTIVE 4

Students will develop, with their advisor and the counseling center, alternative ways of meeting their personal growth goals.

Sub Objectives

a. Regular counseling sessions will be available to students in various campus locations.

b. Staff development seminars for counselors and advisors will be offered.

c. Counseling/Placement will provide advisors and division directors with an up-to-date report on transfer requirements and opportunities in various curriculums.

d. Placement will provide an annual placement report.

Responsibility	Initiate	Complete	Cost
a/b. PSSS, SIS Staff	Fall, 1976	Continuous	Staff time
c. Transfer Counseling	Spring, 1976	Fall, 1976	Not appreciable
d. Placement	Fall, 1975	Annually	Not appreciable

Unit Goal III

Provide comprehensive technical, career, and general education programs that will enable students to secure employment and cope with an increasingly complex world.

OBJECTIVE 1

Institute staff development courses for all faculty. (See Staff Development chapter.)

OBJECTIVE 2

Meet and cooperate with industry and advisory committees to encourage professors to keep abreast of the latest methods and techniques that are being employed in all occupational areas.

Sub Objectives

a. Establish comprehensive, representative, and working advisory committees for all programs.

b. These committees will review curriculum, instruction, and employment opportunities at least once a year.

c. Develop and expand our Business, Industry, and Education Partnership Program.

d. Investigate a PSIS Cooperative Education program in close liaison with business, industry and social agencies.

Responsibility	Initiate	Complete	Cost
a. Division Directors	Since inception	June, 1976	Not appreciable
b. Division Directors	Fall, 1975	Continuous	Not appreciable
c. Deans (all programs)	Fall, 1976	Continuous	Staff time
d. PSIS Dean, Div.Dirs.	Fall, 1976	Continuous	Federal funding

OBJECTIVE 3

Each division will review its curriculums and its instructional methods using guidelines established by the Curriculum Committee.

Responsibility	Initiate	Complete	Cost
Division Directors	Spring, 1976	Biannually	Staff time

OBJECTIVE 4

The College will utilize existing manpower studies and prepare local and regional studies, where necessary, to determine current and projected employment opportunities.

Responsibility	Initiate	Complete	Cost
Research & Development	Spring, 1976	Fall, 1976 (continuous)	$6,000 annual

OBJECTIVE 5

Offer enough humanities, social science, mathematics and science courses to enable students to transfer to a four-year school and/or appreciate more fully the aesthetic and human values surrounding them.

Responsibility	Initiate	Complete	Cost
PSIS Staff	Since inception	Continuous	Not appreciable

Unit Goal IV

Insure that students acquire specific skills at the necessary competency levels required in their technical areas. The College will assist students in acquiring interest in learning new skills and knowledge in their vocation after they leave the college.

OBJECTIVE 1

A comprehensive list of the skills and knowledge necessary to complete each curricular program will be developed and published.

Responsibility	Initiate	Complete	Cost
Division Directors	Summer, 1976	Summer, 1977	$2,000

OBJECTIVE 2

Comprehensive objectives reflecting skills and knowledge required plus attitudes and understanding needed will be prepared for each course offered.

Responsibility	Initiate	Complete	Cost
PSIS Staff	Fall, 1974	Annually	Staff time

OBJECTIVE 3

Curricular requirements will be reviewed at least every two years to insure that the skills and knowledge required in each program are being offered and acquired.

Responsibility	Initiate	Complete	Cost
PSIS & SIS Staff Advisory Committees	Spring, 1976	On-going	Staff time

OBJECTIVE 4

Writing, mathematics, reading, and skill laboratories will be established to provide students with the opportunity to acquire the specific competencies required for work and living.

Responsibility	Initiate	Complete	Cost
PSIS Staff	Spring, 1976	Continuous	Staff time

Unit Goal V

Revise, continuously, curricular and program offerings to reflect current career requirements and develop new programs to respond to the technological and social changes within the society.

OBJECTIVE 1

The College will investigate, on a continuing basis, new curricular programs that could be developed to meet the needs of expanding technology and social needs. During the next five years at least three programs will be assessed annually.

Responsibility	Initiate	Complete	Cost
PSIS, SIS Staff	Fall, 1975	Continuous	$1,000/Curriculu $3,000/Year

OBJECTIVE 2

The College will adopt a formal procedure for all curricular review, including the necessary background information, before any curriculum will be considered for adoption.

Responsibility	Initiate	Complete	Cost
Deans, PSIS/SIS Staff	Fall, 1975	April, 1976	Not appreciable

OBJECTIVE 3

Mini-courses will be developed for all students. These mini-courses would be designed to deal with topics such as social, human, personal, and occupational themes. Examples of such courses would be: the work ethic in America; leisure time activities; household plumbing; service installation; personal financial management; how to make and use a budget; preparation for marriage; the meaning of death; and your legal rights and responsibilities.

Responsibility	Initiate	Complete	Cost
PSIS Staff	Spring, 1976	Annually	$500/Course

OBJECTIVE 4

The College will offer training programs for local business, industry, and unions to provide entry and re-entry skills. At least five new programs would be developed annually for the next ten years.

Responsibility	Initiate	Complete	Cost
Ass't Dean, Community Ed. PSIS & SIS Staff	Fall, 1975	Continuous	Self-Supporting

Unit VI

Develop and establish curriculums based upon continuous entry, exit, and re-entry stages of learning. Carefully coordinate secondary and postsecondary instruction to reflect ladder and lattice learning opportunities.

OBJECTIVE 1

Ladder-lattice curriculums will be developed cooperatively by secondary and postsecondary instructional staffs.

Sub Objectives

a. Expand early entry opportunities; that is, encourage qualified high school students to enter the College at the end of their junior year in school.

b. Establish liaison activities with proprietary school.

Responsibility	Initiate	Complete	Cost
PSIS & SIS Staff	January, 1976	Pilot - Jan. 1977 Others-Continuous	$500/Curricula
a. PSIS & Admissions	Fall, 1976		
b. PSIS & Admissions			

OBJECTIVE 2

Expand and establish an articulation network with other educational institutions such as area vocational technical schools, branch campuses, two and four year institutions, military services, business and industry, social agencies, and proprietary schools.

Sub Objectives

a. Develop early entry opportunities

b. Articulation with educational institutions
    (1) Proprietary schools
    (2) AVTS
    (3) Branch campuses
    (4) Four year institutions
    (5) Military
    (6) Business/Industry

Responsibility	Initiate	Complete	Cost
President & Deans	Spring, 1976	Continuous	$1,000

OBJECTIVE 3

Re-entry and entry job training programs will be developed with Comprehensive Employment Training Act (CETA) and other agencies to provide employment skill opportunities for unemployed people in our communities.

Responsibility	Initiate	Complete	Cost
PSIS & SIS Staff	Spring, 1975	Continuous	Staff time

Unit Goal VII

Offer and promote lifelong learning opportunities to people living in our service area. These opportunities will be geared to meet individual career and personal needs.

OBJECTIVE 1

Achieve each year the desired level of community service and assistance based upon needs survey and enrollment projections cited in Chapter V of this document.

Sub Objectives

a. Establish new courses in the regular Community Education program.

b. Assess existing courses, staff, time and dates of offerings, and location to determine possible impediments to program growth.

c. Expand day time and off-campus offerings.

d. Increase the number of co-sponsored courses and programs.

e. Continue to improve the public relations aspects of the program including the quality of the program announcements.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm Ed.	November, 1975	Continuous	Self-supporting

OBJECTIVE 2

Undertake a needs assessment of community education in the area served by WACC by utilizing The Advisory Council, as well as the regional advisory councils.

Sub Objectives

a. Identify previous needs assessments done in the service area related to community education.

b. Review needs assessments undertaken by other community colleges.

c. Involve The Advisory Council in the preparation of a needs assessment instrument and in conducting the study.

d. Prepare a written report of the needs assessment.

e. Use the results of the needs assessment in future program planning.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Spring, 1976	Spring, 1977	$400.

OBJECTIVE 3

Establish and maintain a Woman's Center for the purpose of providing career counseling, and planning; to offer specific programs geared to the unique needs of women re-entering or initially entering work or postsecondary education.

Sub Objectives

a. Establish a non-credit course centered around the theme of "Awareness" for the purpose of exploring the career and educational needs of women. This course would be offered both during the day and night.

b. Contact organization/agencies serving women to establish and maintain linkages.

c. Provide, at cost, counseling and advising services to women either in careers or undergoing career change.

d. Establish an advisory council to the center, composed of women and men committed to the expansion of opportunities for women.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm Ed. Postsec. Counselors	Spring, 1976	Spring, 1977	$300.

OBJECTIVE 4

Offer by Fall, 1976, Community Education courses in at least four off-campus locations in sponsor districts with increases in succeeding years.

Sub Objectives

a. Identify two additional off-campus locations in the southern section of WACC's service area.

b. Offer at least eight courses in each of the four locations.

c. Schedule, program and staff each of these courses.

d. Identify through local assistance a part-time coordinator for each location.

e. Assist the coordinators in the establishment of local Community Education Advisory Councils.

f. Establish this network as a model for providing a better community education network throughout the region.

Responsibility	Initiate	Complete	Cost
a. Asst. Dean Comm.Ed.	February, 1976	May, 1976	$3,000 start-up cost, self-supporting 2nd yr.
b.- e. "	Fall, 1976		
f. "	Spring, 1977		

OBJECTIVE 5

Establish a College Advisory Council for Community Education Division and establish a permanent relationship with all local Advisory Councils established in regional locations.

Sub Objectives

a. Establish a prospective list of candidates for The Community Education Advisory Council.

b. Prepare a letter of invitation for 15 individuals willing to serve a staggered term of 3 years. (5 three year, 5 two year, 5 one year.)

c. The composition of The Council will consist of individuals representing a broad clientele.

d. A representative (preferably the chairman) from regional advisory councils will also participate as a member of this Advisory Council.

e. The Council shall conduct regular meetings on a monthly basis.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Spring, 1976	Fall, 1976	Staff time

OBJECTIVE 6

Offer at least ten Community Education courses during the day (9 a.m. to 4 p.m.) at WACC and at regional locations addressed to the needs of individuals 60 years of age and older in the Fall, 1976 semester.

Sub Objectives

a. Contact agencies/organizations serving the 60 and older population to determine educational needs already identified.

b. Establish instructional activities (course, etc.) based on this needs analysis.

c. Arrange for the offering of such activities by identifying location, facilities, instructor, time sequence, transportation factors.

d. Assess the program through a follow-up of the participants and the non-participants.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Spring, 1977	Spring, 1978	Self-supporting

OBJECTIVE 7

Investigate the possibilities of offering Wednesday College, Weekend, and/or Saturday College opportunities. Explore operating more year-round curriculums.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Spring, 1976	Spring, 1977	None

OBJECTIVE 8

Conduct a study to determine what educationalopportunities can be offered to physically and mentally handicapped or disabled individuals.

Responsibility	Initiate	Complete	Cost
Research and Development	Fall, 1977	Spring, 1978	$2,000 Federal Grant

Unit Goal VIII

Develop the environment and encourage experiences that lead to self-renewal on the part of staff and students.

OBJECTIVE 1

Implement recommendations listed in staff development chapter.

OBJECTIVE 2

Establish instructional development teams composed of faculty and administration that will work with staff for the improvement of instruction.

Sub Objectives

a. Institute Advisor Team for each division.

b. Train teaching staff to write and use instructional objectives creating Student Oriented Learning Outlines (SOLO).

c. Offer credit course(s) in the writing of instructional objectives.

d. Train and establish evaluation team.

e. Offer credit course(s) in instructional evaluation.

f. Train and establish additional developmental teams in areas such as individualized instruction, audio-tutorial instruction, utilization of media in instruction, field experience learning, contract learning, and alternative teaching methods.

Responsibility	Initiate	Complete	Cost
Dean of PSIS	Summer, 1976	Continual	$4,000 annual

Unit Goal IX

Develop cooperative programs with public and private institutions, business, and industry utilizing existing physical, social, and community resources

OBJECTIVE 1

Develop North and South Regional Education Centers in cooperation with other institutions that contribute to life-long learning opportunities through vocational-technical and general education courses and programs.

Sub Objectives

a. Study population and industry characteristics to determine feasible courses and programs.

b. Develop credit and non-credit courses in cooperation with north and south area school districts and other institutions.

c. Develop programs conducive to specific Regional Education Center

Responsibility	Initiate	Complete	Cost
a. Asst. Dean Comm.Ed.	March, 1976	September, 1976	$500. start-up, then self-supporting
b. "	15 courses, September, 1976		
c. "	35 courses, 2 - 5 years		

Rationale

Not all potential learners can travel to one point to attend formal classes. Providing accessible education is a distinct characteristic of the community college. There is a sufficient population and financial base in both northern and southern service district areas to support these centers. There are numerous institutions, organizations, and agencies within these areas to effectively and efficiently cooperate in formulating and implementing viable programs and services. The College has an obligation to meet the educational needs of learners in the entire ten-county service area.

OBJECTIVE 2

Inter-institutional cooperative arrangements and agreements will be established with area colleges, universities, and area vocational technical schools to insure quality education in readily accessible areas and to eliminate and reduce costly duplication of facilities and offerings.

COOPERATING INSTITUTIONS

Institutional Support	Two-Year or Less	Local, Four-Year & International	National
Private Institutions	* Williamsport School of Commerce * Empire Beauty School * State Beauty School	* Lycoming College * Susquehanna University * Bucknell University	Hesston College (Kansas)
Public Institutions	Bucks County CC Butler County CC CC of Allegheny County CC of Beaver County CC of Philadelphia Delaware County CC Harrisburg Area CC Lehigh County CC Luzerne County CC Montgomery County CC Northampton County Area CC Reading Area CC Westmoreland County CC (Secondary AVTS) * Sun AVTS * Tioga AVTS * Northumberland AVTS * Bradford AVTS Columbia-Montour AVTS	* Lock Haven State College * Mansfield State College Bloomsburg State College Penn State University Penn State Center (Capital Campus) * Penn State University--(Continuing Ed. Center Montoursville) Temple University International Tower Technical College (Taiwan) Nottinghamshire College of Further Education - (Great Britain) Technical College Zweibrucker (Germany Francistown Teachers Training College (Botswana)	Spartanburg Technical Center (SC) Greenville Technical College (SC) Kirkwood Community College (IA) Broome Community College (NY) Triton College (IL) Tri-County Technical College (SC) Ferris State College (MI) Rochester Institute of Tech. (NY) Corning Community College (NY) College of the Mainland (TX) Brevard Community College (FL) Florida Junior College (Jacksonville, FL) Thompkins-Cortland Community College (NY) Rockland Community College (NY)

* Indicates institution within WACC 10-county service district area

Sub Objectives

a. Initiate cross-registration with Lycoming College and begin exchange of students.

b. Formalize agreement with Mansfield State College in areas of food service, teacher-training, and explore Allied Health field.

c. Develop series of course offerings with SUN-Area Vocational Technical School, Tioga County AVTS, and Northumberland AVTS, Bradford AVTS, and Columbia-Montour AVTS.

d. Explore cooperative possibilities with Geisinger Medical Center.

e. Investigate inter-institutional cooperative programs with Bloomsburg, Bucknell, Lock Haven, and Susquehanna.

f. Explore cooperative programs with proprietary institutions.

Responsibility	Initiate	Complete	Cost
a. Dean, SIS/PSIS	Fall, 1975	January, 1976	Not appreciable
b. "	Fall, 1975	Spring, 1976	"
c. "	Summer, 1976	Continual	Staff time
d. "	Spring, 1976	"	Not appreciable
e. "	Fall, 1976	"	"
f. "	Spring, 1977	"	"

OBJECTIVE 3

Expand educational offerings at local, state, and federal penitentiaries.

Sub Objectives

a. Conduct feasibility and needs surveys at Lewisburg and Allenwood to determine future program requirements.

b. Increase occupational and liberal arts offerings at Lewisburg and Allenwood.

c. Review annually curricula and instruction at Allenwood and Lewisburg.

d. Investigate program development with State Correctional Institution at Muncy and local prisons and detention centers.

Responsibility	Initiate	Complete	Cost
Dean, PSIS	Spring, 1976	Continual	$1,000

OBJECTIVE 4

Establish special programs to meet the needs of diverse groups through continuing and community education.

Sub Objectives

a. Establish a 40 hour inservice program for police officers required to meet state certification.

b. Offer a 35 hour training program for individuals seeking to qualify under the Lethal Weapon Act (#235)

c. Establish a ski program with Oregon Hill that will be offered during the day to area residents, including transportation, ski instruction, lift cost, and where necessary, rental of equipment.

d. Develop a course concerned with addiction (both drug and alcohol) in cooperation with the West Branch Drug and Alcohol Abuse Commission.

e. Establish a management training program in cooperation with such agencies as the Williamsport Area Industrial Management Club.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Spring, 1976	Fall, 1976	Self-supporting

OBJECTIVE 5

Establish and make available a pre-retirement program for individuals 50 years or older encompassing such topics as pensions, social security, use of leisure, medicare/medicaid, legal matters, housing. This program would be made available at cost to organizations and groups in our service area.

Sub Objectives

a. Assemble a pre-retirement program based on experience gained by other institutions.

b. Undertake a pilot training program by providing a pre-retirement series for a group of 20 WACC employees identified with the assistance of the office of personnel.

c. Schedule this series over a period of 3 months every other week for 2 hour periods.

d. Undertake an assessment of the program.

e. Revise the program and advertise its availability to other organizations.

Responsibility	Initiate	Complete	Cost
Asst. Dean Comm. Ed.	Fall, 1976	Fall, 1977	Not appreciable Self-supporting

Unit Goal X

Assist students in developing judgment, initiative, self-discipline, and social, community, and work responsibility.

OBJECTIVE 1

Improve the students' ability to express ideas about themselves and their environment; to increase students' articulation of thoughts by exposing them to effective methods of communication, including speech, writing, and critical thinking; to instill students with an awareness of the controlling effects of both mass and individual communication.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

OBJECTIVE 2

Aid students' sensitivity to the existence or presence of diverse ideologies, to enable the student to critically distinguish between ideology and scientific fact; to expose students to varying systems and major thinkers in the humanities and social sciences.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

OBJECTIVE 3

Enable students to understand the ethical implications of their decisions and interactions with other people; to promote the concept that developing values is just that, a continual process of developing and sharpening judgmental acuity.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

OBJECTIVE 4

Help the student become aware of the vast choices before him. Help the student become objective through analysis and insight and to discriminate between emotional opinion and intelligent perception.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

OBJECTIVE 5

Teach the benefits of participating in social change as opposed to being totally passive, and to examine the implications of social change itself.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

OBJECTIVE 6

Encourage students and staff to use innovative techniques in many classroom exercises.

Responsibility	Initiate	Complete	Cost
PSIS, PSSS, SIS Staff	Continual	Continual	Staff time

Unit Goal XII A

Gain recognition and operate as a statewide career education institution for specific high cost, vocational-technical programs.

OBJECTIVE 1

The College will seek approval and recognition by the Pennsylvania Department of Education as a statewide postsecondary education institution for the following programs: Broadcasting, Operating Room Technician, Radiologic Technology, Automotive Mechanics, Automotive Technology, Aviation Maintenance Technician, Carpentry and Building Construction Technology, Construction Carpentry, Diesel Mechanics, Floriculture, Nursery Management, Forest Technology, Graphic Arts, Service and Operation of Heavy Equipment, Machinist General, Plumbing and Heating, Printing, Sign Painting, Toolmaking Technology, Tool Design Technology, Welding, Civil Engineering Technology, Electrical Construction, and other appropriate curriculums.

Responsibility	Initiate	Complete	Cost
President & Dean of PSIS	Fall, 1975	Fall, 1976	Not appreciable

VII. Support Services

The Williamsport Area Community College strives to provide services which assist secondary and postsecondary students to explore their career interests, recognize their aptitudes, develop an educational program which best suits their needs, interests, and potential for personal growth, and obtain employment in their chosen fields. All support services, Student and Career Development, Learning Resources, the Computer Center, and Administrative Services, share in this goal.

Student Profile

Postsecondary

Sex

Seventy-nine percent of the student body is male and 21% female.

Race

Ninety-six percent of the student body is white, 1% black, 1% American Indian, and 2%, either Puerto Rican American, Mexican American or Hispanic.

Marital Status

Eighty-four percent are single, 14% married, 1% divorced, and 1%, either widowed or separated.

Age

Thirty-one percent are 18 years and below; 40% are 19 to 20 years; 18% are 21 to 25 years; 7% are 26 to 35 years; and 4% are 36 years of age and over.

Enrollment

Ninety-one percent are full-time, 9%, pert-time students.

Student Classification

Slightly over one-half of the WACC students--51%--are first-time freshmen. Thirty-eight percent are returning students, enrolled in the same program, while 7% are students returning to a new program. Four percent are transfers to WACC from another college.

Program Enrollment

Forty-four percent of the student body is enrolled in a vocational-technical associate degree program. Another 39% are enrolled in a vocational-technical certificate program. Eleven percent are unclassified (community education credit courses), and 6% are enrolled in the College and University Transfer Program.

Sponsorship Status

Over one-half--58%--are non-sponsor district students.

Reasons

Asked why they chose to attend WACC, 69% answered, "This College had a particular type of program in which I was interested."

Information Source

High school counselors were the most important sources of information regarding WACC for 40% of the students. Nineteen percent received pertinent information from an already enrolled student.

Permanent Residence

Over one-half live in WACC's 10-county district, with 30% coming from Lycoming County. Forty percent live in another Pennsylvania county, outside WACC's district, and 2% live out-of-state.

Twenty-six percent of the students reside 101 to 300 miles from campus. Twenty-three percent 10 miles or less. Students are enrolled from every county of the Commonwealth, 3 states and 3 countries.

Residence/WACC

Thirty-eight percent of the respondents live at home while 53% room in private housing away from their permanent residence. College-leased housing accommodates the remaining 9%.

Incomes

Seventeen percent come from families with incomes under $7,500 annually. Another 28% reported parental incomes of $7,500 to $10,999 annually. Approximately 22% of the students estimated parental incomes as $11,500 to $14,999 annually.

Financial Aid

Almost one-half of the students--47%--currently receive financial assistance while attending the College.

Employment

Thirty-six percent of the students hold jobs requiring 15 - 30 hours a week.

Plans

Seventy-five percent of the students plan to take jobs in Pennsylvania after finishing their College studies.

Source: Postsecondary Student Characteristics Survey, Fall, 1975.

VII SUPPORT SERVICES

Introduction

Meeting the specific educational needs of students is the central purpose of WACC. Everything else we do revolves around this purpose. In order to adequately serve the curricular, extra-curricular, and financial needs of students who attend WACC, to serve potential students in our district communities and agencies, to support faculty in the instructional process, and to meet our legal, fiscal, and physical plant and equipment needs, the College provides four main support services: Student and Career Development, Learning Resources, Computer Services, and Administrative Services.

POSTSECONDARY STUDENT AND CAREER DEVELOPMENT

Student and Career Development staff members, recognizing their role as partners in the educational process, are attempting to work with and through others in defining and establishing the conditions which will permit and encourage students to be responsible for their own learning and responsive to the needs of society and the needs of other members of the College community.

Staff members hope to help students acquire such general skills as the ability to analyze and synthesize, to handle data, and to see relationships and to infer meanings regarding life and career goals.

A student-centered philosophy is germane to all segments of a viable community college and the extent to which the "student-point-of-view" is decentralized and accepted throughout the campus is a distinct mark of institutional vitality. This transition, a College goal, suggests a change in organizational structure to more successfully implement the concepts of career education and a student-centered staff.

The following organizational charts illustrate this transition:

Past-Present

Dean, Postsecondary Student Services

- Director, Admissions and Records
  - Assistant Director
  - Admissions Officers (2)
- Director, Financial Aid
  - Financial Aid Counselor
- Director, Student Activities and Placement
- Counselors - Ombudsman (3)
- Health Services
- Housing Coordinator

Future (7-1-76) Decentralization of Services

Dean of Administration

- Director, Business Operations
  - Health Services
- Director, Financial Operations
- Director, Physical Plant
- Director, Computer Center
- Director, Financial Aid
  - Financial Aid Counselor
- Director, Admissions & Records
  - Assistant Director
  - Admissions Officers (3)
  - Student Housing

Dean of Postsecondary Instructional Services

- Ass't Dean, Community Education
- Director, Learning Resources
- Ass't Dean, Student & Career Development
  - Counselors-Ombudsman (3)
  - Director, Student Activities & Placement
  - Coordinator, Developmental Studies
  - Career Development Center
- Division Directors (8)
  - Faculty

Dean of Secondary Instructional Services

- Ass't Dean, Secondary Instructional Services
- Faculty
- Pupil Services (2)
- Cooperative Education Program & Pupil Placement (2)

The above underlined units of student-related activity indicate the future decentralization of these functions. The following statements summarize the reasons for involving all segments of the College in services for students.

Summary of Reasons for Change

1. Need to develop and coordinate uniform system relating to student and financial records.

2. Need for greater administrative efficiency and effectiveness without losing student-centered and human service point of view.

3. Need to integrate student and career development concepts as contained in long-range plan with instructional programming and learning resources.

4. Opportunity to fully implement Career Development Center model by integrating learning resources, audio-visual, student assessment, career information, career counseling and planning, instructional resources, and career placement.

5. Improved coordination of student orientation, student advising, vocational diagnosis, student counseling, developmental studies, student activities, and transfer or job placement.

6. Opportunity for all staff--both administrative and instructional--to be more fully involved in the concepts of student service and student development.

The following eight primary student support services currently constitute postsecondary student services:

1. Admissions and Records
2. Financial Aid
3. Counseling: Personal, Academic, Ombudsman, and Transfer
4. Vocational Diagnostic Program
5. Housing
6. Health Services
7. Student Activities
8. Career Placement.

The function of each unit and recommendations regarding further development are included in the following narrative.

1. ADMISSIONS AND RECORDS

Student Distribution

Students come to the College from every county in the State as well as from the institution's 19 sponsor school districts. Currently a larger number of students come from outside the sponsor districts. This characteristic may be traced throughout the history of the College. It is due, in large measure, to the tradition of trade and industrial vocational-technical programs offered at WACC which are not available elsewhere in the State. Students continue to come as first generation college students from lower middle income families.

Student Applications/Acceptances

Recent years reveal the following:

Year	Total Applications	Total Acceptances
1972	2870	2158
1973	2487	2180
1974	2271	1927
1975		

Recruitment Effort

Recruitment efforts have been analyzed regularly to determine their effectiveness. Activities engaged in from 1972 through 1974 are:

Activity	1972	1973	1974
College Nights Attended	12	14	17
Counties Visited	34	41	40
High Schools Visited	91	112	115
Students Visiting WACC	1,040	1,206	1,325
Totals	1,177	1,373	1,497

Admissions and Records Recommendations

One/Two Year

Visitations/Information

Emphasize visitations to both sponsor and non-sponsor high schools and establish strong liaison with district Bureau of Employment Security Offices and other social and governmental agencies. Distribute pertinent career information regarding programs and options and discuss this information with area residents. Most information will relate to opportunities at WACC, but information might also provide other available opportunities. The main objective will be to expand the career horizons of individuals. Adults may especially exhibit a need to become more aware of career options and opportunities as shown in the career education models in Chapter III.

Acceptance Delays

Immediately move to minimize needless delay in accepting a student due to limited work space. Better utilization of facilities, an effective scheduling procedure, and regional learning centers are avenues to end this problem.

In-Service Training

Encourage and emphasize in-service training for Student and Career Development staff, faculty, and administration. Such efforts would help to clarify policies and procedures for all campus constituents. Student and Career Development staff members will have staff development opportunities through participation in the Title III Developing Institutions (USOE) ACCTion Consortium program during 1975-76.

Record Systems

Develop an effective and efficient student information system enabling accurate gathering, storage, retrieval, and reporting of student information. A centralized student information system should provide better enrollment and registration procedures and an improved Student Master File. Future college record keeping will necessitate an expanded use of computer services.

2. FINANCIAL AID

Students may receive aid from a number of areas including: grants, scholarships, the Work-Study program, loans, Veterans' benefits, Social Security, and Vocational Rehabilitation benefits. Financial aid totaling $1,700,000 was provided to students during the 1973-74 academic year (includes $800,000 from Social Security, Vocational Rehabilitation, and Veterans benefits).

Financial Aid Recommendations

Policy

Develop a comprehensive financial aid policy through analyzing and identifying the elements of the present aid process. This will include an analysis of staff function, coordination with other areas, and development of an operational calendar.

Data Processing

Develop an internal data processing system designed to identify needy applicants early in the year, implement a student loan accounting/monitoring system, modify the student billing system to facilitate processing of awards, and automate the College Work-Study payroll record system in cooperation with the Business Office.

Basic Grant Program

Continue to develop the Basic Grant Program as an aid source for students. Awards in the 1974-75 academic year totaled $200,000 as compared to $34,000 in 1973-74.

3. COUNSELING

Postsecondary counselors view their role as facilitators of student-decision-making. This implies a belief that students can, with assistance, effectively plan educational, career, and personal goals. Maximum access to students is essential. Currently, student concerns find outlet through a faculty advisory system which functions to meet immediate needs. Faculty refer their students to the professional counseling staff for more in-depth coordination of College and community resources. Counseling services are available from 8:00 to 4:00 p.m. The keynote of the counseling program is an emphasis on personal worth and self-direction.

Counseling data reveals that over 8,000 individuals came in contact with counseling services from 1972 to 1974. Viewing these years individually, the contacts increased by 15% per year. The types of problems have been, generally: 40% educational, 30% vocational, 10% personal, and 20% other, including admissions counseling and in-service training. Traditionally, the counseling staff has worked closely with specific groups such as developmental, probation, transfer, and drop-out students.

Counseling Center Student Contacts

1972-73	2,181
1973-74	2,540
1974-75	3,375
Total	8,096

The increase is related to several factors pertinent to immediate and future development.

1. Students are more aware of their rights and privileges.

2. Advisors are taking a more personal interest in students.

3. The image of counseling is being perceived by students and faculty as a "helping hand" relationship.

4. Counseling staff members are making an attempt to inform students and faculty of their philosophy; their "open-door" policy.

Student interests and aptitudes directly reflect the varied and complex detail of the 45 different vocational programs. This diversity requires an understanding of all aspects of the educational process to insure the successful treatment of student problems. This implies, in part, a need to articulate with such areas as Developmental Studies, the Learning Resources Center, and divisional offices in order to better assist students. It also requires a working knowledge of the career education model as found in Chapter III. A faculty handbook and in-service training procedures would be helpful to acquaint faculty with career and general counseling philosophy and operational procedures.

In anticipation of an increasingly diverse student body, especially in part-time, unclassified, and community education categories, flexibility in the provision of professional counseling services is essential.

For example, there will be a greater demand for evening student counseling. And, the counseling staff will need to work with a wider range of life-styles and career patterns. The emerging "new students" will have, no doubt, already experienced several different work situations and career changes. An increased integration of personal development and career planning will, most likely, become the challenge of future counseling activities.

Transfer Counseling

This office was established in September of 1974 to assist students in the often confusing circumstance of advancing to another institution. Graduates in General Studies have encountered little difficulty in transferring to senior institutions of their choice. More recently, graduates in business, engineering, and other occupational programs have also transferred with success to various schools. Larger numbers of career graduates seeking to transfer are anticipated in the future.

The 1974 Placement Report and 1975 Student Graduate Transfer Summary are contained in Chapter X, Outcomes.

Counseling Recommendations

Integration with Instructional Process

Develop student potential by integrating counseling as part of the instructional process. Such an integration and inter-disciplinary approach would enable counselors to offer greater assistance to both students and faculty. Effective communication and integration can occur best through a career education orientation to student needs.

Orientation Program

Continue to strengthen the orientation program for new students. Deans, assistant deans, and the eight division directors should provide periodic review and help formalize procedures. Orientation placement data should be studied for effectiveness in assisting students to achieve at their optimum level.

In-Service Meetings/Handbook

Develop in-service meetings and seminars to provide faculty and administration insight into the student and career development area. All College committees should be made aware of student and career development staff activities to insure that policies, programs, class schedules, and other student concerns are seen in proper perspective by all College constituents. A counseling handbook designed as an in-service guide would assist in creating a greater awareness of general and career counseling functions and procedures.

Human Potential Groups

Counseling staff members should develop the expertise to conduct human potential groups that encourage an individual to build upon his/her individual strengths.

Decentralize Counseling/Evening Counseling

Decentralize counseling activities with "teacher-counselors" and "peer" or "student-counselors." This change would greatly facilitate providing counseling services for evening students. Both types of counselors would be provided with strong in-service training by the counseling staff. Increased use of computer center services should be made to develop a centralized record keeping system.

Development of Mini-Courses

Develop mini-courses designed to promote student orientation to College life, and personal decision-making skills.

Group Counseling

Implement group counseling techniques to explore instructional and personal problems, and career choices. The structure and direction of these groups should be determined by group members.

4. VOCATIONAL DIAGNOSTIC PROGRAM

The purpose of this area of Student and Career Development is to assist individuals in making meaningful career selections. Individuals are given tests to determine career possibilities. Two or three weeks of "hands-on" work trials are arranged in the technical areas of interest. The program concludes with diagnostic counseling sessions where tests and work trial results are shared and career interests and abilities explored in depth.

Program Results: 1972-74

158 Participants

54% were admitted - Certificate in Special Fields of Study.
29% were admitted - Associate of Applied Science Degree.
8% were recommended to other vocational schools.
6% terminated from the program.
2% were admitted - Associate of Arts in General Studies.
1% were recommended for selective placement.

Recommendations

Client Follow-up

Conduct and publish a quarterly report of client job performance and job satisfaction.

Adaptability

Expand and adapt the program to include a greater number of secondary students. At the same time, further address the special problems of the unemployed and underemployed.

Students

Provide greater career exploration services to individuals already enrolled at the College.

Career Development Center

Administer the Vocational Diagnostic Program as an integral part of the Career Development Center.

5. HOUSING

The College, at present, employs a Housing Coordinator to supervise three leased student housing properties and to coordinate housing. Over half of the postsecondary enrollment comes from outside a commuting radius of Williamsport. The lack of adequate student housing is a serious deterrent to campus accessibility and enrollment growth. In response to the Goal-Setting Survey question, "In the event a sizable sum of money were to become available to the College, how do you feel it should be spent?" the majority indicated that student housing facilities should receive top priority.

There is an urgent need to identify additional approaches in providing low-cost, accessible housing for students.

Contrary to its old Master Plan, the College does not plan to build student housing on its own property or acquire adjacent land for the purpose of constructing student housing. Instead, it is recommended that the College should continue to work with interested area firms, organizations, alumni, and individuals in order to alleviate the severe shortage of adequate student housing.

Recommendations

WACC Student Housing Corp.

Formulate a Williamsport Area Community College Student Housing Corp., a non-profit group of concerned citizens and College officials, whose common purpose would be to work together to resolve the current shortage of adequate housing. The new corporation would be separate from the College.

Hoover Dorms

Do not renew the Hoover Dormitories lease for the 1976-77 academic year. Efforts should be made to have the lease renewed by a private party in order to provide continuity of services.

6. HEALTH SERVICES

An infirmary staffed by a registered nurse is available to assist with temporary health problems. More serious medical problems are referred either to the Williamsport Hospital, located close to the College campus, or to the Divine Providence Hospital, also in the City. Other forms of medical services, such as counseling on hygiene and safety are also available.

7. STUDENT ACTIVITIES

The various student activities at The Williamsport Area Community College are currently characterized by twenty clubs, four fraternities, and a Student Government Association. The clubs cover a wide range of areas including those that relate to specific curricula, social fraternities, newspaper and yearbook organizations, general interests, service clubs, and a band organization. Under the leadership of the Student Government Association, an Inter-Club Council has been formed to coordinate certain club activities. The College is currently represented on the Board of Directors of two State student organizations. A College student was selected by the Commissioner of the U.S. Office of Education to serve on the Federal Community Education Advisory Council.

The local community is assisted by student participation in the blood donor drive, regular film offerings, college cultural events, concerts, and many charitable events. Several non-profit community agencies have benefited from special student instructional-oriented work projects.

Student Activities
Recommendations

SGA/College Community

Establish ways and means of creating greater coordination between the Student Government Association and other campus groups. Such interaction could prove especially beneficial to the faculty.

SGA/Inter-Club Council

Establish joint projects and leadership workshops in fostering a close working relationship between the Student Government Association and the members of the Inter-Club Council. Such a relationship could produce a unified spirit among the student body, improve all aspects of recreation and lead to more community involvement.

Student Seminars

Conduct seminars regarding student rights, responsibilities, and other areas of academic concern to enable greater participation in campus life.

Student Activities/Learning Center

Plan and construct a facility designed to integrate Learning Resources, Career Development and Informational Services, and Student Activities to promote greater educational and inter-personal student growth.

8. CAREER PLACEMENT

The Placement Office exists to bring students and employers together for mutual benefit. Services provided are:

1. Arrange campus visitations for prospective employers.
2. Coordinate off-campus job interviews.
3. Initiate seminars to assist graduating students in writing job application letters, resumes, and developing effective interview skills.
4. Maintain records of graduate placement including, where possible, data on wages and levels of employment, and job performance.

STUDENT AND CAREER DEVELOPMENT

POSTSECONDARY

Unit Goals

1. Identify, study, and evaluate new trends, ideas, and concepts in student and career development programs.
2. Develop inservice programs based on staff needs.
3. Develop a Career Development Center which recognizes the interrelationships among instructional services, learning resources, developmental studies, vocational diagnostic, and student development.
4. Develop, implement, and update an efficient computerized student information system.
5. Educate the community/College about student and career development and its role in career education.
6. Provide an assessment process for all students that will enable them to identify strengths, areas in need of development, and personal and career aspirations.
7. Develop and implement student and career development concepts and practices within and between secondary and postsecondary units of the College by coordinating common services offered to students.
8. Develop a continuous program evaluation process that enhances program assessment and ensures coordinated planning and implementation of student and career development.

Career Placement Recommendations

One/Five Year

Career Development Center

Create a Career Development Center which would provide career planning and career placement activities. Help students develop career planning capabilities earlier in, and as part of, their College educational program.

Full-Time Director

Explore the possibility of creating a full-time position for the director of this office.

Divisional Involvement

Establish a plan whereby instructional divisions would be more actively involved in the placement of their graduates.

Course

Explore the possibility of a formal course to prepare students for the "World of Work."

Unit Goal I

Identify, study, and evaluate new trends, ideas and concepts in student and career development programs.

OBJECTIVE 1

Participate in the student development segment of the U.S. Office of Education Title III Developing Institutions ACCTion Program.

Sub Objectives

a. Attend regional workshops.

b. Bring consultants to our campus.

c. Visit other colleges with successful programs.

d. Develop campus staff development training programs.

Responsibility	Initiate	Complete	Cost
Asst. Dean for Stud. Career Dev./Staff	July, 1975	June, 1978	Federal funding

OBJECTIVE 2

Assess current needs in each of the student and career development areas.

Unit Goal II

Develop inservice programs based on staff needs.

OBJECTIVE 1

Encourage self-evaluation within the student and career development staff.

Sub Objectives

a. Evaluate staff strengths and weaknesses.

b. Provide a means of assessing Student and Career Development program outcomes.

c. Continuously evaluate Staff Development programs in relation to Student and Career Development program outcomes.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff/Deans	Sept., 1975	Continuous	Staff time

OBJECTIVE 2

Develop a student and career development policy and procedures handbook.

OBJECTIVE 3

Plan a program to supplement staffing needs with paraprofessionals.

Sub Objectives

a. Organize and train teacher-counselors within divisional areas.

b. Organize and train student counselors on college-wide basis.

c. Initiate in-service sessions for interested faculty in areas including orientation, recruitment, registration and record keeping.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	February, 1976	May, 1977	Staff time

Unit Goal III

Develop a Career Development Center which recognizes the inter-relationships among instructional services, learning resources, developmental studies, vocational diagnostic, and student and career development.

OBJECTIVE 1

Plan and coordinate a Career Development Center with instructional and support services to meet student career resource needs.

Sub Objectives

a. Survey student perceived needs in the area of career choice and preparation.

b. Provide group and individual counseling to meet special career information needs.

c. Provide and promote greater exposure to placement and transfer resource information.

d. Incorporate a flexible student career exploration process into the vocational diagnostic program.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	July, 1976	June, 1977	Federal funding

OBJECTIVE 2

Continually update career information.

Sub Objective

a. Survey national and local employment trends in each career area to assess manpower needs.

b. Provide information on new careers and manpower needs to each division to assist in program assessment and development.

c. Provide current information regarding salaries, working conditions, and advancement opportunities in each career area.

d. Catalog career resource materials for easy access.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff Research and Development Learning Resources	July, 1976	Continuous	Federal funding

Unit Goal IV

Develop, implement, and update an efficient computerized student information system.

OBJECTIVE 1

Develop a centralized information base.

Sub Objectives

a. Coordinate the offices of admissions and records, financial aid, and housing.

b. Increase inter-office communication.

c. Analyze information needs to increase record distribution efficiency.

d. Provide information to professional and classified staff in policy and procedure management.

e. Evaluate the system regularly as an on-going administrative function.

Responsibility	Initiate	Complete	Cost
Deans/Asst. Dean Stud. Career Dev./Admissions & Records, Computer Center/Staff	January, 1976	Continuous	College Resources

OBJECTIVE 2

Increase overall efficiency in records management through greater computer utilization.

Sub Objectives

a. Develop a more flexible student master file.

b. Aid the student assessment program with increased efficiency in mailings, test scoring, and research.

c. Develop an effective and efficient computerized system to collect enrollment and registration, financial aid, placement, and housing data.

d. Provide information to appropriate faculty and staff on a routine basis.

Responsibility	Initiate	Complete	Cost
Dean of Admin./ Staff	Sept., 1975	May, 1977	Staff time

Unit Goal V

Educate the community/College about student and career development and its role in career education.

OBJECTIVE 1

Provide information to faculty and administrative staff and involve them in planning and implementing certain aspects of career education.

Sub Objectives

a. Advertise the various innovations gained through the ACCTion Program.

b. Solicit faculty and staff suggestions in developing a policy and procedures manual.

c. Increase activity of student and career development staff in curricular areas as consultants in human behavior and implement a program to illustrate how this staff can assist faculty in dealing with student needs.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	November, 1975	Continuous	Staff time

OBJECTIVE 2

Inform students and community of student and career development programs and services available to them.

Sub Objectives

a. Survey student and community regarding career education needs.

b. Discuss survey data with students in divisional areas.

c. Increase the use of public media in reaching the community.

d. Establish greater personal contact with community agencies and organizations.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	January, 1976	Continuous	Staff time

Unit Goal VI

Provide an assessment process for all students that will enable them to identify strengths, areas in need of development, and personal and career aspirations.

OBJECTIVE 1

Survey and analyze student needs in terms of college and career selection.

Sub Objectives

a. Develop a pre-assessment survey plan in conjunction with high school districts.

b. Elicit the perceived needs of enrolled students regarding strengths and weaknesses.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	Sept., 1976	Continuous	Staff time

OBJECTIVE 2

Develop the orientation program.

Sub Objectives

a. Coordinate math and English placement testing with instructional services.

b. Monitor the effectiveness of the orientation process based upon established criteria.

Responsibility	Initiate	Complete	Cost
Deans/Asst. Deans/ Counselors	May, 1975	Yearly	Staff time

OBJECTIVE 3

Provide a useful set of diagnostic measures.

Sub Objectives

a. Offer a battery of aptitude oriented tests for students.

b. Encourage the use of interest and personality measures designed to provide students with self-appraisal information regarding career direction.

c. Develop a flexible program of diagnostic evaluation for those who desire vocational testing and "hands-on" experience.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	Sept., 1975	Continuous	Staff time

OBJECTIVE 4

Aid the Developmental Studies Program in meeting achievement needs of students.

Sub Objectives

a. Provide mini-courses and workshops to give the student an opportunity to maximize his/her potentials.

b. Assist the instructional staff in developmental studies to use student developmental techniques in order to deal more effectively with student learning problems.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev./Staff	Sept., 1976	Yearly	Staff time

Unit Goal VII

Develop and implement student and career development concepts and practices within and between secondary and postsecondary units of the College by coordinating common services offered to students.

OBJECTIVE 1

Develop an efficient system to identify common concerns.

Sub Objectives

a. Provide a unified career development center that can respond to career exploration needs in both secondary and postsecondary areas.

b. Initiate common approach toward sponsor districts concerning academic programs and future planning.

Responsibility	Initiate	Complete	Cost
Deans/Asst. Dean Stud. Career Dev./Staff	Sept., 1976	Sept., 1977	Federal funding

Unit Goal VIII

Develop a continuous program evaluation process that enhances program assessment and ensures coordinated planning and implementation of student and career development.

OBJECTIVE 1

Evaluate program outcomes through student and faculty feedback.

OBJECTIVE 2

Modify the program to meet expressed student, faculty and College needs.

Responsibility	Initiate	Complete	Cost
Asst. Dean Stud. Career Dev.	Sept., 1976	Continuous	Staff time

SECONDARY

The secondary counseling office is concerned with the educational emotional, and social development of students in relation to their total school experience. Counselors meet monthly with school district counselors to coordinate testing, develop surveys and prepare reports to assure meaningful student progress in secondary vocational programs.

Pupil services consists of the following three elements:

Getting Here:

The Williamsport Area Community College offers assistance to the home school designed to assist the student to make a wise educational choice when entering the Vocational Technical Program. Enrollment begins with the guidance office in the home school where career planning is an integral part of the school's program. The Williamsport Area Community College Pupil Services Personnel provide services to the home school through the curriculum catalog, student tours, audio-visual programs, assembly programs, open house, PTA meetings, and individual and group counseling.

Staying Here:

Setting a career goal and planning an educational program to meet it has been a major step. However, as the student's education begins, he may find it difficult to adjust, or that he has erred in his choice. Counselors are provided at the Williamsport Area Community College to assist him in his adjustment, or to reevaluate his present situation. A career resource center is at the student's disposal. Test and evaluation techniques are available. Introducing the student to the "World of Work" or further education is a constant endeavor. Helping the student to succeed is a major goal.

Leaving Here:

Co-op education, permanent employment, or further education should be a goal of all students.

The Williamsport Area Community College, Secondary Instructional Services, offers a Capstone Program in Cooperative Education. The program is intended for seniors with 540 hours of in-shop training and is designed for on-the-job training in an occupational area that is compatible with the student's chosen vocational technical course. Some of the benefits derived from the program by the students are to relate education directly to his career interests through actual employment situations, to ease the transition from school to the "World of Work", and the opportunity to gain usage of specialized tools and processes difficult or impossible to provide in the shop or lab.

The College also provides employment assistance to the graduate. All students are registered with local employment offices. Inquiries for employees are made to the College by business/industry and handled by our placement services. The Williamsport Area Community College makes every effort available to assist its students in securing employment or higher education.

An immediate and continuing goal is for counseling personnel to create an identity of being non-administrative and non-punitive. The secondary program requires alternate scheduling between College and school district which can become rather complex. It is imperative that counselors be seen as positive channels of assistance.

An additional goal is to develop and provide more effective career information and placement procedures regarding postsecondary programs and career opportunities for secondary vocational educational graduates. Conversely, the secondary counseling staff could help sponsor district students and faculty explore various career education clusters. The College provides a fine laboratory setting for career education awareness, exploration, and preparation experiences as illustrated and explained in Chapter III.

Cooperative Education Program

Students who have had 540 hours of training and are in the twelfth grade may participate in the program. Students **participating** in the Co-op program attend their home high school for two, six, or nine weeks, depending upon the school, for their academic studies, and then report to their assigned employers for on-the-job training the next time period.

How Students are Selected:

Selection for The Williamsport Area Vocational Technical Co-op Program is a cooperative effort. Persons involved in the selection process include: the vocational instructor, the vocational guidance counselors, the home school guidance counselors, the cooperative business or industrial establishment, and the cooperative educational coordinator of The Williamsport Area Vocational Technical School. Factors in selecting are:

1. Must be a senior with at least 540 hours of in-shop training.
2. Grades in shop as well as in academic subjects must be satisfactory.
3. His/her attitude and behavior must be satisfactory.
4. His/her school attendance record must be good.

PUPIL PERSONNEL SERVICES

SECONDARY

Unit Goals

1. Provide a continuous program of student orientation to acquaint new and prospective students with the availability of vocational-technical education opportunities.

2. Maintain a career development center for students, staff, and sponsor district guidance personnel.

3. Provide students with academic, career, personal counseling, and in appropriate cases, work closely with faculty, district counselors, and parents to best serve and meet student needs.

4. Develop and implement an effective program of Cooperative Education that acquaints educators, students, business and industry with the aims, objectives and functions of the program.

5. Provide an effective instructional program in employer-employee relations and responsibilities.

6. Develop and implement a program of student employment services designed to seek job opportunities and assist graduates to move into the world of work.

7. Develop and implement a follow-up and evaluation program that will alert the institution to its educational effectiveness.

8. Develop and promote opportunities and experiences that offer development for staff.

A student, if selected, must proceed with the following steps prior to being assigned to the Co-op program:

1. Coordinator and student discuss job possibility.
2. Coordinator checks with prospective employer to determine if the job is a suitable one.
3. Student will receive all co-op forms from coordinator (if student is under 16, he/she must have working papers).
4. Student will be required to return production record form (work report form) to the cooperative education office every two weeks. If he/she fails to do so, he/she will be returned to school.
5. Student must report to school on days he/she is not working.
6. Students are to be evaluated by the employer during each report period. It is the responsibility of the coordinator to personally visit the employer to assist with the evaluation.

Summary of Secondary Services 1972-74

Individual Conferences	Average No. Students Seen per Year
Inter-shop Transfers	200
Vocational Counseling	300
Personal/Social	300
Educational	300
Testing	100

Approximately fifty percent of the enrolled students are seen in individual conferences each academic year.

Unit Goal I

OBJECTIVE

Pupil Services Personnel will update and maintain audio-visual orientation program materials and make vocational-technical program information accessible to students and counselors.

Pupil Services Personnel will participate in all local school functions (assembly programs, etc.) that relate to student and parent orientation.

Responsibility	Initiate	Complete	Cost
Dean - SIS, Pupil Services Personnel	Fall, 1975	Continuous	Staff time

Unit Goal II

OBJECTIVE

Develop and maintain a Career Development Center designed as a career resource center for students, counselors and sponsor school educators.

Responsibility	Initiate	Complete	Cost
Dean - SIS, Pupil Services Personnel	Fall, 1975	Spring, 1977	$3,000.00

Unit Goal III

OBJECTIVE

Conduct monthly guidance counselors' meetings and develop an effective communication program for student and parent needs.

Responsibility	Initiate	Complete	Cost
Pupil Services Personnel	Fall, 1975	Continuous	Staff time

Unit Goal IV

OBJECTIVE

Effect a continuous communication approach to business and industry to better inform them of the Co-op and placement programs, and extend the scope of the Co-op program.

Responsibility	Initiate	Complete	Cost
Co-op Coordinator	Fall, 1975	Continuous	Staff time

Unit Goal V

OBJECTIVE

Provide instruction in safety, insurance, employee responsibilities, employer responsibilities, taxes, and business management, and evaluate the effectiveness of the program.

Responsibility	Initiate	Complete	Cost
Co-op Coordinator	Fall, 1975	Continuous	Staff time

Unit Goal VI

OBJECTIVE

Acquaint business and industry with our job placement services, seek out employment opportunities, coordinate Pennsylvania Employment Security activities, and enroll all students in Williamsport Area Community College Secondary Program's employment services program.

Responsibility	Initiate	Complete	Cost
Co-op Coordinator	Winter, 1976	Continuous	Staff time

Unit Goal VII

OBJECTIVE

Organize pupil-teacher workshops to develop effective student follow-up program.

Responsibility	Initiate	Complete	Cost
Co-op Coordinator	Fall, 1976	Continuous	Staff-time

Unit Goal VIII

OBJECTIVE

Provide staff development opportunities for all staff. (See Staff Development Chapter.)

LEARNING RESOURCES

Purpose

The Learning Resources Center was established July 1, 1974. The Center is an administrative merger of library and audio-visual services. Its purpose is to seek improved efficiency in operations and to enhance student learning.

Objectives

The objectives of the Center are to provide leadership in the effective communication of ideas and to discover those techniques which will speed learning materials and equipment to students and faculty. Such objectives will be achieved through more efficient use of personnel and equipment, a unified, single budget, and media support services. These objectives will contribute to a more efficient and effective organization and service delivery of print and non-print materials.

Staff

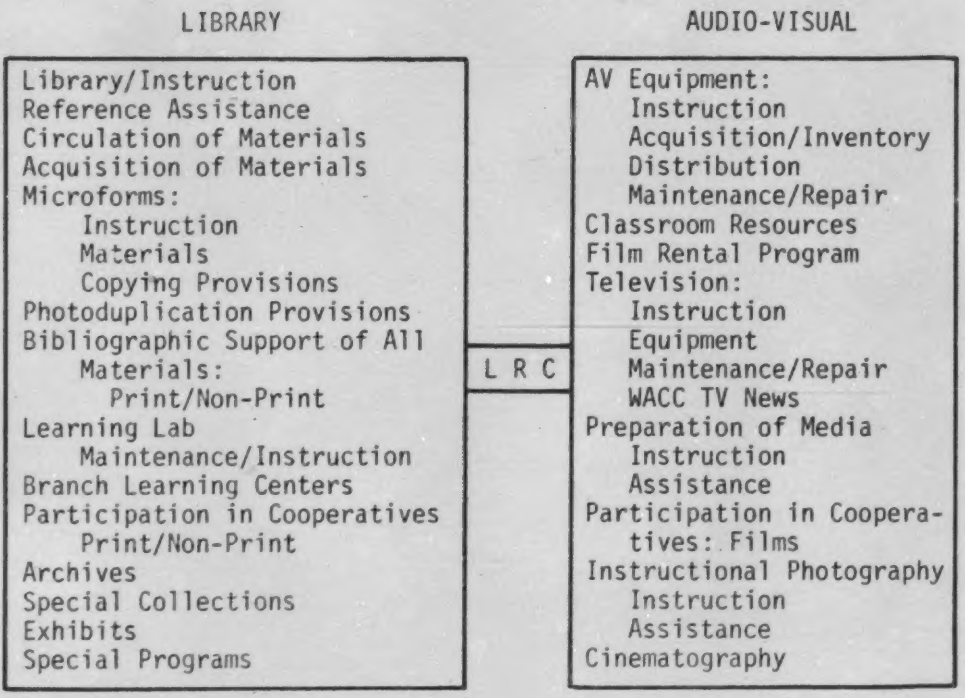
Ten individuals comprise the Center staff. The library division has the largest group with six--two professional librarians and four classified staff. Audio-Visual Services has three staff members--two with professional contracts, a coordinator and a specialist, and one classified staff member.

Facilities

The Center maintains three major facilities of its own: the Library and Learning Lab in the Rishel Building; the Audio-Visual Center, located at the foot of Susquehanna Street; and the Office of Classroom Resources in the Academic Center. Staff from the Center also provides service at three branch learning centers: Aviation, Automotive, and Earth Science.

Services

Services were available 62 hours per week in the library division and 40 hours per week with evening hours when requested in the audio-visual division. Services are as follows:



LIBRARY

- Library/Instruction
- Reference Assistance
- Circulation of Materials
- Acquisition of Materials
- Microforms:
  - Instruction
  - Materials
  - Copying Provisions
- Photoduplication Provisions
- Bibliographic Support of All Materials:
  - Print/Non-Print
- Learning Lab
  - Maintenance/Instruction
- Branch Learning Centers
- Participation in Cooperatives
  - Print/Non-Print
- Archives
- Special Collections
- Exhibits
- Special Programs

L R C

AUDIO-VISUAL

- AV Equipment:
  - Instruction
  - Acquisition/Inventory
  - Distribution
  - Maintenance/Repair
- Classroom Resources
- Film Rental Program
- Television:
  - Instruction
  - Equipment
  - Maintenance/Repair
  - WACC TV News
- Preparation of Media
  - Instruction
  - Assistance
- Participation in Cooperatives: Films
- Instructional Photography
  - Instruction
  - Assistance
- Cinematography

Learning Resources Center
Materials/Equipment

Books	36,745 (Volumes)
Periodicals - Subscriptions	334
Periodicals - Bound Volumes	2,115
Microforms:	
Microfilm - Reels	1,244
Microfiche - Cards	6,000
Audio-Cassettes	600
Filmloops - Super 8, Silent	407
Records - Phono Discs	400
Equipment	
Microforms - Microfilm/fiche Readers	7
Microfilm/fiche Printers	1

Audio-Visual Equipment: See First Annual Report of Learning Resources for complete list including television.

LEARNING RESOURCES CENTER

Growth: 1970 - 1975

	1970-71	1971-72	1972-73	1973-74	1974-75
Total Library Budget	$94,000	$95,364	$94,495	$102,428	$143,620*
Total A-V Budget	44,346	49,931	52,390	46,547	
Volumes Library Books	25,531	29,400	32,199	35,000	36,745
Units: Microforms (film, fiche)	916	2,116	4,050	5,163	7,244
Units Media Software (all types)	400	450	475	579	1,407

*Library and Audio-Visual Budgets combined.

THE LEARNING RESOURCES CENTER

Unit Goals

1. Provide through the Learning Resources Center the most appropriate materials and equipment to enable students to succeed in their curricular programs and enrich their personal development. Furthermore, qualified staff will be made available to assist learners in their needs.

2. Establish full bibliographic support (list and make available information) for all learning materials of the College and make this information available to students, faculty, administration, and all others who seek it.

3. Provide through the Learning Resources Center the necessary expertise, materials, and equipment for the production of mediated instruction where curricular needs call for it and where learner needs demand it. Such mediated instruction would be available both in the classroom and in the College Learning Lab.

4. Seek and establish the most efficient means for the storage, retrieval, and dissemination of information to meet the needs of all campus constituents and residents of the College's service area.

5. Establish access for all campus constituents to a broader range of materials and expertise through cooperative efforts with other institutions, both local and state-wide, in the areas of print and media services for instructional purposes.

6. Provide through the Learning Resources Center, in cooperation with Student Development Services, the most appropriate materials and equipment to enhance and extend the basic concept of a Career Development Center for all potential learners whom the College might serve.

Learning Resources Center

OBJECTIVE 1

Evaluate Learning Resources Center's (LRC) organizational structure in relationship to LRC goals.

Sub Objectives

a. Evaluate staff and position responsibilities

b. Conduct utilization study of audio-visual equipment.

Responsibility	Initiate	Complete	Cost
a/b Director of Learning Resources	January, 1976	May, 1976	Staff time

Rationale. Functions and services available from the Learning Resources Center must be clearly designated before the Center's contribution to the teaching/learning situation can reach full fruition. Current job priorities must be changed and capabilities of current staff strengthened through staff development programs.

OBJECTIVE 2

Determine staff capabilities in the areas of media software and hardware service, and inaugurate staff development programs to improve and enhance these capabilities.

Sub Objectives

a. Examine staff proficiencies in media area

b. Inaugurate staff development programs to include:

    1. In-house Seminars

    2. Off-campus Seminars, Conferences

    3. Workshops at other institutions

c. Evaluation sessions and application of learned knowledge.

Responsibility	Initiate	Complete	Cost
a. Director of Learning Resources	January, 1976	May, 1976	--
b. Director of Learning Resources	July 1976	June, 1977	$1,000
c. Director of Learning Resources	July 1976	December 1977	--

Rationale. Successful Learning Resources operations demand that staff be highly flexible to meet all needs in both print and media services. Flexibility, on the other hand, presupposes knowledge and ability to act when need arises. Current LRC staff have either had training in print services and little or none in media, or vice versa. Staff must have training so that any member may render service in any area of Learning Resources activities when the need arises. (Services are to be understood as standard operational activities.)

Budget Explanation

b. Expenditure Moneys to be applied to ten (10) staff for off-campus seminars, workshops, and conferences for travel, lodging, meals and supplies.

OBJECTIVE 3

Identify and resolve curricular needs for mediated instruction in all programs: postsecondary, secondary and community education and resources for the Career Development Center.

Sub Objectives

a. Survey deans, division directors, all faculty to determine needs and identify areas where media could be incorporated into instructional programs.

b. Establish priority list and resolve needs.

c. Provide most appropriate resource materials to enhance and extend the Career Development Center.

Responsibility	Initiate	Complete	Cost
a/b Director of Learning Resources	February, 1976	August, 1976	Staff time
c. " Asst. Dean for Student & Career Dev.	January, 1976	On-going	

Rationale. At present there is little use of media in instructional programs. A coordinated approach to the media needs of each program and development of media to fill these needs is necessary. Given the duties and responsibilities of all personnel concerned, the Learning Resources Center must become the prime mover in such an effort. It also can become a vital source of career education information.

OBJECTIVE 4

Locate, identify, and make available full information on all learning materials owned by the College but not currently housed or on record at the Learning Resources Center.

Sub Objectives

a. Survey all offices involved in the teaching/instruction effort to locate materials; slides, transparencies, films, etc.

b. Establish priority list and classify, catalog materials for inclusion in main catalog at LRC.

Responsibility	Initiate	Complete	Cost
a. Director of Learning Resources	September, 1976	January, 1977	Staff time
b. Director of Learning Resources	January 1977	December 1977	Staff time

Rationale. Until the Learning Resources Center became a reality in July, 1974, a single source for the ordering of learning materials in the area of media software did not exist. Consequently, hundreds of transparencies, slides and other materials are located throughout the campus, inaccessible to all who might use them. These materials must be located and classified, and this information made available at the LRC so that all patrons will be aware of them.

OBJECTIVE 5

Develop automated information retrieval system for all learning materials and documents maintained both in the Learning Resources Center and in branch Learning Centers of Libraries.

Sub Objectives

a. Computerize book holdings at LRC and branch learning centers.

b. Computerize media soft-ware holdings at LRC and branch learning centers.

Responsibility	Initiate	Complete	Cost
a. Director of Learning Resources	September, 1976	September, 1977	Staff time
b. Director of Learning Resources	September, 1976	September, 1977	Staff time

Rationale. At present an effective and quick method of informing interested faculty or staff of learning materials available in their field of endeavor does not exist. Such a system is valuable in upgrading or developing instructional programs. A first step toward establishing such a system is to place information on available materials on the computer. Some instructional areas have already had this done. A comprehensive approach is needed.

OBJECTIVE 6

Locate, identify, centralize where possible, and make available full information on college produced documents, records, news releases, photographs, reports, and various demographic items pertinent to the college.

Sub Objectives

a. Locate and gather all past documents, photographs, and memorabilia of importance to the Institution.

b. Establish and promulgate system to collect and classify current materials of importance to the Institution.

Responsibility	Initiate	Complete	Cost
a. Director of Learning Resources	September, 1976	September, 1977	Staff time
b. Director of Learning Resources	January, 1976	On-going	$500

Rationale. The danger exists that a great many documents and materials of historical significance will be lost to the College if a coordinated effort is not made to gather and protect them through an archival program. Such a program has not been forthcoming. The Learning Resources Center has the personnel and ability to begin this effort. The value of having College documents and materials of historical significance properly gathered, listed and stored is immense and applies to all offices of the Institution.

COMPUTER CENTER

Purpose

The Computer Center exists for two purposes: 1. to support the academic program in Computer Science; 2. to serve the administrative data processing needs of the College.

Staff

The current staff consists of six people:

Director
Applications Programmer
Systems Programmer
Chief Operator
Data Coordinator
Shift Operator

Facilities

The Computer Center is located on the second floor of the Klump Academic Center. It is comprised of two offices, one stockroom, and the computer room.

The computer is a Univac Series 70 (Model 35E-RCA) amd was purchased and installed March, 1971. There are four disc drives, four tape drives, printer, punch, and reader. A calcomp plotter is on-line. Auxiliary equipment includes an Opscan 17 (to keypunch), sorter, keypunches, reproducer, collator, burster, and decollator.

Services

The Computer Center processes programs for students in academic computer courses and works closely with the Business-Computer Science Division in the training of operators. The faculty uses the Center for test grading and the processing of faculty reports. The Center also serves the administrative data processing needs of the College, primarily in the academic processing of student records. This includes processing the Student Master File to create rosters, grade reports, and transcripts.

COMPUTER CENTER

Unit Goals

1. Encourage campus-wide use of the computer by faculty, students, and administrators through educating them to the advantages of automated data processing.
2. Promote a College-wide, systematic approach to the collection and dissemination of data.
3. Provide leadership in the technical areas of computer hardware and computer software.
4. Cooperate with the Business-Computer Science Division in order to provide the optimum services to computer students.
5. Provide College management with current, essential information for effective, efficient decision-making and utilize the computer to relieve administrative offices of certain clerical tasks.
6. Review and implement pertinent current developments in the fields of programming, computer hardware, and systems.
7. Coordinate data processing with other community colleges and regional institutions.
8. Provide continuing staff development for Computer Center personnel.
9. Document, review, and update procedures in the Computer Center.

OBJECTIVE 1

Create a computer usage committee representing the academic, administrative, service and financial sectors of the College to approve computer applications, to recommend policy, and to determine requirements for new equipment and personnel.

Sub Objectives

a. Improve communications flow between computer users and computer center.

b. Open new areas for use of the computer.

c. Establish priorities for projects.

Responsibility	Initiate	Complete	Cost
President - Establish Committee	February, 1976	September, 1976	Staff time

Rationale: The computer is a valuable resource which should be utilized by all sectors of WACC. In order to use the computer more efficiently, a committee of users should be organized to establish priorities, to coordinate departments, and to open channels of communication.

OBJECTIVE 2

Improve the admission-scheduling-registration cycle in order to provide timely and accurate reports.

Sub Objectives

a. Provide an accurate audit trial for student record changes

b. Develop procedures for all phases of scheduling and registration process.

Responsibility	Initiate	Complete	Cost
Dirs. of Com. Center/ Adm. & Records	May 1975	May, 1976	Staff time

Rationale: In the past the computer center has had to adapt to changing procedures in scheduling and registration. No two semesters have been handled the same. There is a definite need to formulate consistent procedures in order to spend time on other needed projects.

OBJECTIVE 3

Improve the student transcript system in close coordination with the Admissions and Records Office in order to 1) include community education students; and 2) determine semester in which each student is enrolled.

Sub Objectives

a. Establish new standards for transfer courses, credit by examination, advanced placement, and re-enrollments.

b. Decrease the paperwork involved with making changes to transcript file.

Responsibility	Initiate	Complete	Cost
Dirs, of Comp. Center/ Adm. & Records	June, 1976	June, 1977	Staff time

Rationale: The transcript system is already an integral part of the College's record keeping system. It now requires additional programming to expand its capabilities.

OBJECTIVE 4

Create a student revenue accounting system in order to capture data on charges, receipts, scholarships and financial aid data, and deferred tuition payments.

Sub Objectives

a. Develop a procedure to determine student eligibility for sponsorship by sponsor school districts.

b. Develop procedures for computation of tuition and lab fees.

c. Develop a data gathering system to provide the same data to Financial Aid Office, Business Office and Computer Center.

Responsibility	Initiate	Complete	Cost
Dean of Administration	February, 1976	May, 1976	Staff time

Rationale: The billing and collection of tuition, service fees, and activity fees has increased in complexity to the point where manual processing is difficult. The Computer Center presently computes and prints invoices; this is only a start. The entire system must be studied. Financial aid is now handled independently of other WACC systems. There is a need to integrate the financial aid data flow with both the admissions-registration process and the Business Office.

OBJECTIVE 5

Develop a personnel reporting system to handle HEGIS reporting and to provide the Employee Relations Office with timely status reports.

Sub Objectives

a. Create a distribution list for College-wide mailings by category.

b. Develop forms for input data which will update files and telephone directory.

Responsibility	Initiate	Complete	Cost
Dir. of Computer Center	March, 1976	July, 1976	Staff time

Rationale: Reports which are required by government agencies are getting more complex requiring an automated reporting system which will expedite the submission of these reports. This system must be built from ground up because no manual systems now exist in this area.

OBJECTIVE 6

Study the feasibility of sharing computer resources with institutions in the North Central Region.

Sub Objectives

a. Determine data processing needs of sponsor school districts.

b. Coordinate efforts with intermediate units.

c. Establish a liaison with regional institutions to develop and share software.

Responsibility	Initiate	Complete	Cost
Dean of Administration	June, 1977	June, 1978	

Rationale: While WACC is presently in excellent position with respect to its capital budget for the Computer Center, it is time to look forward in order to plan for new technology; this includes both administrative and educational data processing. It should be recognized that an economy of scale exists in the computer field; two institutions can get a more sophisticated technology and more computing power by joining forces, than by individually spending the same dollar amount on a stand-alone system.

OBJECTIVE 7

Develop and implement a physical asset inventory system in coordination with the Inventory Management Office to computerize record keeping and status reporting.

Sub Objectives

a. Write procedures and design forms for handling input data and recording changes.

b. Train personnel to use a computerized inventory system.

Responsibility	Initiate	Complete	Cost
a. Dean of Adm.	February, 1976	May, 1976	Staff time
b. "	June, 1976	Ongoing	

Rationale: WACC has recently employed an outside firm to conduct a physical inventory of assets. We are now building a system to update inventory records, to summarize and list reports.

OBJECTIVE 8

Develop a computer based accounts payable, budget system in conjunction with the Business Office.

Sub Objectives

a. Establish a general ledger system on the computer using magnetic disc for storing information, for rapid updating and for rapid retrieval of information.

b. Establish a vendor file on magnetic disc.

c. Create a check register.

d. Interface the accounts payable system with the budget reporting system.

Responsibility	Initiate	Complete	Cost
Dean of Administration	April, 1975	June, 1976	

Rationale: It is necessary to automate the accounts payable system in order to 1) relieve the Business Office of routine clerical functions; 2) provide College management with timely financial reports; 3) provide budget centers with timely monthly reports.

ADMINISTRATIVE SERVICES

Unit Goals

1. Develop a decentralized, participative style of management that encourages decision-making to occur at that level most affected by that decision.

2. Clarify roles, responsibilities, and relationships of trustees, administration, sponsors, faculty, students, staff, and external agencies.

3. Implement a continuous planning process for all units and divisions of the College.

4. Develop and implement a Management Reporting and Information System which meets the needs of the administration, trustees, and external agencies.

5. Manage by objectives and for results.

6. Identify and pursue financial and other resources essential to support College budget and programs.

7. Strengthen the College's unique secondary and postsecondary career education concept and organizational structure.

8. React to and initiate communication with local, state, and federal legislative and educational decision-makers regarding educational services, performance, and needed resources.

9. Inform the public regarding mission, goals, programs, services, and activities.

10. Develop, administer, and evaluate a comprehensive and equitable personnel classification and salary system.

11. Coordinate policy development, implement policy approved by Board, and develop required regulations and procedures needed to implement policy.

WACC

Principles of Administration

1. The mission and the major goals of the institution should be kept before all segments of the College community -- trustees, sponsors, students, faculty, alumni, patrons, staff, and the various publics of the College.

2. The practice of basic courtesy is essential in dealing with all students, employees, and the public.

3. In any decision-making process, those who will be affected by the decision should be informed and, if possible, consulted.

4. The faculty, the student body, and the staff -- the College community-- should be the first to hear about important decisions and developments.

5. The people who are consulted when a decision is being sought (faculty, students, and staff) should be helped to understand the way in which their advice or counsel will be used.

6. When responsibility is delegated -- as it should and must be in any organization -- corresponding authority should be delegated within reasonable limits.

7. As a general rule, the responsible person nearest to the involved situation should make the decision.

8. Consistent effort should be made to enable all in the College to understand the principle that there must be a relationship between responsibility and competence -- that an individual can be given responsibility only in an area where he has established his competence.

9. Favoritism, or what appears to be favoritism, is especially harmful to morale.

Managing Organizational Behavior

The unit Goals of WACC's administrative services reflect the concept of management by objectives (MBO), an approach in which the College as a whole participates in managerial functions.

Management by objectives is defined as:

> A process whereby the superior and the subordinate managers of an enterprise jointly identify its common goals, define each individual's major areas of responsibility in terms of results expected of him, and use these measures as guides for operating the unit and assessing the contributions of each of its members.[1]

At WACC, management by objectives is defined broadly and includes not only subordinate managers, but representatives from all levels of the organization. The function of the administration in this concept is to work through and with others in the College to achieve the College's goals and objectives.[2] The managerial functions of planning, organizing, implementing, and evaluating are, thus, shared functions at WACC.

Planning is the first and most important administrative function. It includes the creation of goals and objectives through widespread input and participation. The administration, while providing guidance and coordination in this process, has attempted to include those directly involved in each area with the planning process in that area.

Organizing personnel and resources to fulfill the goals and objectives of the College is a second function of administration. At WACC this process has included the formation of a new organizational structure, and the clarification of responsibility for each area and for each of the College's objectives. This results in a clearer definition of responsibility and provides a structure within which the College's objectives become attainable.

Implementation is also known as the operating function. Once plans have been made and the proper organization established for implementing plans, the staff can then execute as planned in order to achieve stated objectives.

Evaluation involves follow-up to determine whether or not results have been achieved. As the College seeks to implement its goals and objectives, the administration must continually assess the progress in each area, and modify plans, organization, and operational procedure based on this evaluation feedback.

Through this cyclical process the administration hopes to provide a process and environment which all members of the College can understand and which will enable them to work together more effectively to fulfill mission, goals, and objectives.

ALL-COLLEGE COMMITTEES

The All-College Committees assist in the governance, decision-making, and policy planning process by reviewing proposals and concerns within their areas of responsibility, and then making action and policy recommendations directly to the President of the College. In order to provide broad and representative input into governance and policy determination, All-College Committees are composed of joint membership of students, faculty, and administrative staff. (The Staff Development Committee includes classified staff representation in place of students.) Active involvement of the total College community (students, faculty, administration, and staff) benefits the total institution.

In order to place accountability at the appropriate level, it is important to fully understand the policy planning process and to distinguish among roles, responsibilities, and relationships of College committees, administrators, and the Board of Trustees. Basically, College committees recommend policy to the President, the President recommends policy to the Board, the Board approves policy, and the administration implements policy. Thus defined, College committees are not administrative (operational) in nature. On the other hand, they are high-level policy review and policy recommending bodies. In the non-policy areas, College committees do not concern themselves with operational decision-making, but with broad, general concerns and issues that require representative input.

The Policy Planning Process may be described as the following sequential steps:

1. Policy Revision or Policy Formulation.

   While the primary responsibility for initiating review of existing policies and developing new policies rests with the administrators and staff within specific units of the College, any member of the College community (faculty, student, administrator, or staff) or any group within the College may initiate policy.

2. Policy Review

   Once a proposed policy revision or new policy has been formulated, it is reviewed by the appropriate administrator and the appropriate committee.

3. Policy Recommendation

   Proposed policies which have been reviewed and revised, and are ready for adoption are forwarded to the President of the College by the appropriate committee.

4. Policy Approval

   If the President approves the recommended policy or policy change, he will then submit it to the Board of Trustees for their consideration and approval.

In the non-policy areas, the sequential process would be the same except that some action-recommendations would not require Board approval. The entire governance and policy planning process is depicted graphically on the following page.

RESPONSIBILITIES OF ALL-COLLEGE COMMITTEES

Student Affairs Committee

Membership: four students, two faculty, two administrators

Reviews policy proposals, recommends policy; reviews concerns, recommends action in the following areas.

1. Guidance and counseling services, including Ombudsman
2. Career Development Services: career awareness, information, and planning
3. Testing and course/program placement
4. Student advisor system and services
5. Rights and responsibilities of students, including disciplinary procedure and due process
6. Placement services and student follow-up, including alumni services
7. Student orientation program and services
8. Commencement and related activities

Control and Accounting of Student Activities

Membership: four students, four faculty, two administrators

Reviews policy; recommends policy, budget or action in the following areas:

1. Activity funds budget
2. Student activities and functions, such as dances, special student events, excursions, field trips
3. Student clubs, Inter-Club Council, Student Government Association
4. Intramural and intercollegiate activities
5. Cultural events
6. Tot-Watch Service

Scholarship and Student Loan Committee

Membership: four faculty, two administrators

Recommends policy and/or action in the following areas:

1. Requests for student scholarships and loans
2. Student Financial Aid program
3. Deferred tuition payment plan

Supporting Services Committee

Membership: four faculty, two students, two administrators

Reviews policy proposals, recommends policy; reviews concerns, recommends action, in the following areas:

1. Learning Resources - including library and audio-visual services
2. Bookstore
3. Computer Center services
4. Health services
5. Printing and publications
6. Research and development

Admissions, Records and Registration

Membership: three faculty, three students, three administrators

Reviews policy, procedures, and practices; recommends policy, systems, and procedures, in the following areas:

1. Admissions: enrollment policy, recruitment procedures, required application information, application fee, and related items
2. Scheduling of all classes

3. Registration: credit, non-credit; day, evening
4. Records, including student master file
5. Student information and reporting system

Staff Development

Membership: three faculty, two administrators, two classified staff

Reviews programs and activities, recommends policy, in the following areas:

1. Comprehensive staff development planning
2. Faculty convocation
3. Faculty and staff in-service training
4. Management development program
5. Orientation of new staff
6. Staff development needs assessment
7. Faculty and staff exchange with other institutions and agencies
8. Evaluation of staff development activities

Facilities and Safety Committee

Membership: four faculty, four administrators, three students

Reviews areas of concern, makes action recommendations; reviews and recommends policy, procedures and practices in the following areas:

1. Safety conditions and procedures throughout the College
2. Plant, operation, and maintenance
3. Space utilization
4. Facilities: educational environment, remodeling or renovation, new construction, physical site, and facilities planning
5. Parking and parking regulations
6. Bussing, College motor pool, transportation system

Budget Committee

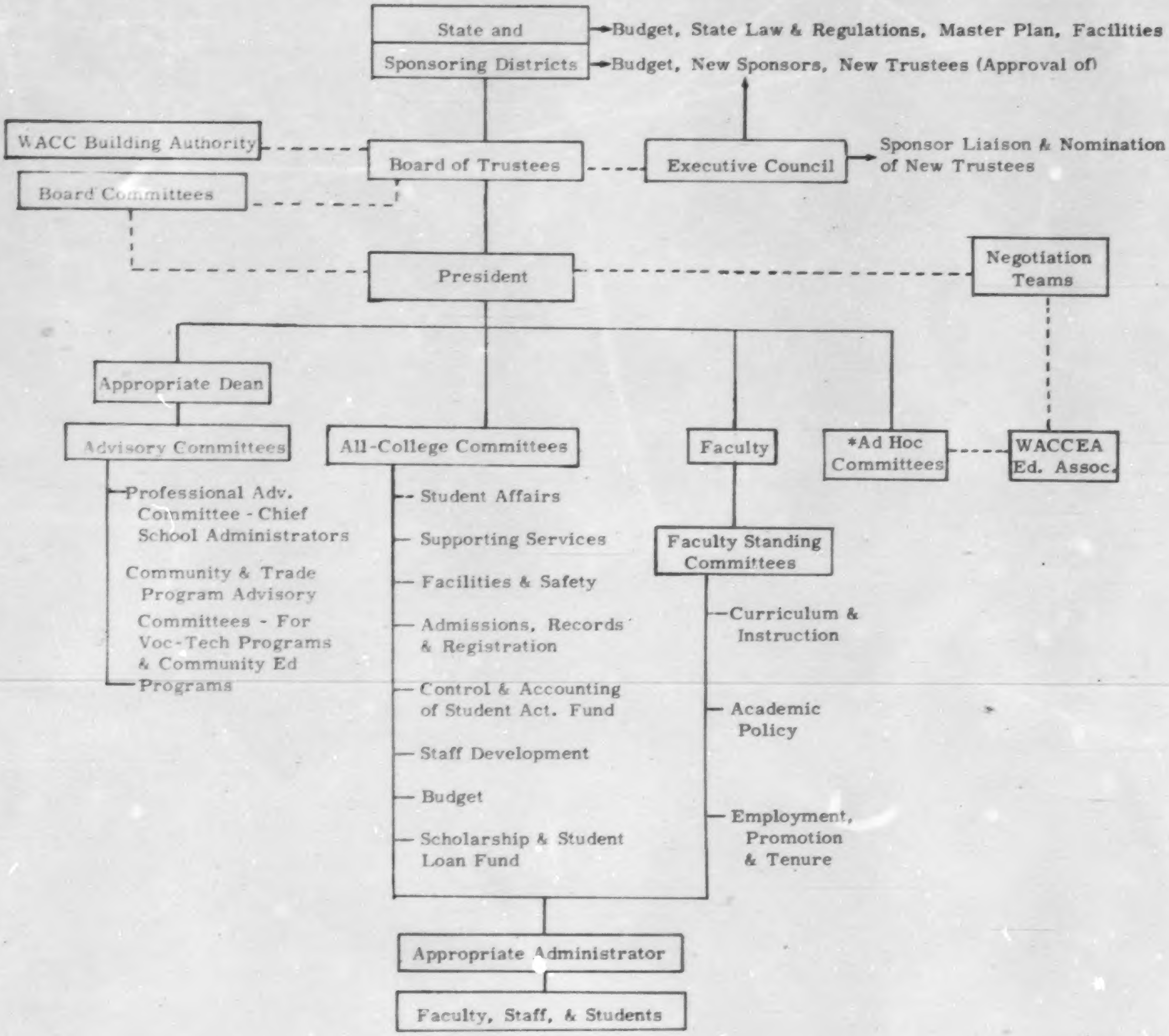
Membership: four administrators, three faculty, two students

Reviews proposed College budget and related policy and procedure and reacts with specific recommendations designed to improve the following areas:

1. Annual budgetary process
2. Annual budget as proposed by cost center administrators and the President
3. Long-range budget projections and financial planning
4. Educational and institutional priorities
5. Sources of income
6. Tuition and fees schedule
7. Budget reporting system
8. Inventory control system

THE WILLIAMSPORT AREA COMMUNITY COLLEGE

POLICY PLANNING, GOVERNANCE, & DECISION MAKING STRUCTURE


State and
Sponsoring Districts
Budget, State Law & Regulations, Master Plan, Facilities
Budget, New Sponsors, New Trustees (Approval of)
WACC Building Authority
Board Committees
Board of Trustees
Executive Council
Sponsor Liaison & Nomination of New Trustees
President
Negotiation Teams
Appropriate Dean
Advisory Committees
Professional Adv. Committee - Chief School Administrators
Community & Trade Program Advisory Committees - For Voc-Tech Programs & Community Ed Programs
All-College Committees
Student Affairs
Supporting Services
Facilities & Safety
Admissions, Records & Registration
Control & Accounting of Student Act. Fund
Staff Development
Budget
Scholarship & Student Loan Fund
Faculty
Faculty Standing Committees
Curriculum & Instruction
Academic Policy
Employment, Promotion & Tenure
*Ad Hoc Committees
WACCEA Ed. Assoc.
Appropriate Administrator
Faculty, Staff, & Students

*Established by President or through negotiations with WACCEA for a specific purpose: Example -- Evaluation Committee

10/75 Draft

Figure 10

Footnotes

[1] Paul Hersey and Kenneth H. Blanchard, Management of Organizational Behavior (2nd ed.; Englewood Cliffs, New Jersey: Prentice Hall, 1972), p. 104.

[2] Ibid., p. 3.

VIII. Staff Development

The Williamsport Area Community College strives to offer programs of staff development for all personnel which foster an institutional climate favorable to individual growth and encourage participation in decision-making by all constituents.

VIII. STAFF DEVELOPMENT

Philosophy

We believe in the capacity of staff to develop their abilities to the fullest potential. We believe that a staff which performs competently and which finds meaning in its work and life will function together more effectively to benefit the educational program.

Staff as herein used includes all who serve in the College: namely trustees, professional staff, and classified staff. Professional staff includes administrators, teaching faculty, counselors, and librarians. Classified staff includes secretarial, maintenance, and custodial personnel.

Objectives

The objectives of a staff development program are to improve the competencies of those serving in the Community College by designing formal pre-service and in-service programs. The program shall also allow for individual self-improvement, self-realization, and renewal through participation in conferences, workshops, travel, professional organizations, and upgrading of personal credentials through ongoing educational pursuits. The need for such a program gained emphasis from the goal setting survey. Staff development is represented in the College's mission statement.

The current status of staff development and staff suggestions were used as a basis in the formulation of the following guidelines for an effective staff development program:

1. The program shall be developed around the College's mission and the needs of the staff and community. It must be developed as an integral part of the College with full administrative support.

2. The program must have a person or persons who carry prime responsibility for it from planning through evaluation.

3. Funds must be provided for all functions of the program. These funds must be included in the budget.

4. The staff must be allowed time to participate in the program. Released time may be required in some instances; in other instances, programs should be included in the College calendar.

5. Presentations or activities must be properly publicized well in advance.

6. The staff must be motivated to engage in the programs. One suggestion is to offer in-house credit to be applied to the point system. Another possibility is to include programs as a contractual obligation. For some staff, involvement in programs might be used to determine their candidacy for off-campus training programs subsidized by the College.

7. The program must be continually evaluated to provide direction for future programs.

8. The College's own staff should be used to design, offer, conduct, and evaluate programs.

Historical Perspective

Staff analysis in the previous Self Study (January, 1970) appears to have related primarily to those who possessed "faculty status" as approved by the Board of Trustees, i.e., the President, Vice President, Deans, Librarians, and teaching faculty. Analysis compiled for that study, which examined the period 1965 (the founding date of the College) to 1969, focused on such areas as distribution by rank and degree. Other items included were the number taking advanced academic work, the listing of all Board of Trustee policy pertaining to leaves of absence, tuition reimbursement, etc., and a brief biography of each member of the Board.

The 1970 report shows that out of a total of 174 staff members employed at some time during the period 1965 to 1969 -- 44.9% of the faculty had less than a Bachelor's degree; 21.8% possessed a Bachelor's degree only; 31.6% a Master's; and 1.7% a Doctorate. As of 1969 the faculty were categorized according to the following ranking system -- 59.0% Instructors, 27.0% Assistant Professors, 10.3% Associate Professors, and 2.3% Professors. According to other statistics listed in the report, 81.0% of the faculty had pursued education beyond their current degree or diploma.

At the time of the study in 1969, the College possessed a seven-year sabbatical plan, a free tuition plan for courses taken at the College and a travel expenses plan for "professional development." These provisions constituted the major policies relating to staff development. An examination of Board approved statements on "Roles and Responsibilities" and various job descriptions provides a degree of evidence that staff development was not part of the active consciousness of the College community.

Summary of Analysis of Staff

Trustees

To establish a data base relevant to staff development for the members of the Board of Trustees, a questionnaire was constructed and administered to this group. The 15 members were asked to respond to a variety of items, including teaching or administrative experience, years on the College Board, identification of trustee constituency, occupation, and attitude toward staff development. Eleven trustees returned their questionnaires. The questionnaires reveal the following information: the mean age of this group is 55 years; two individuals possess earned doctorates, one has a law degree, six have Master's degrees, two have baccalaureate degrees, and one is a high school graduate; eight of the trustees feel their first responsibility is to the sponsor district, while three identified their constituency as the students and the College.

Generally, as a group, their reaction to developmental activities for the Board was positive. Furthermore, they view development activities for the staff as a high priority.

Professional Staff

To develop a profile of the professional staff, an attachment was included as part of the attitude questionnaire discussed later in this report. Information gathered by this form included data needed for federal Affirmative Action reports, educational background, staff development accomplishments and professional accomplishments since 1970. If the reader of this document wishes to review the material, it is on file in the Office of the Assistant to the President for Employee Relations. Following below is a general report of rank (where applicable) and degrees for administrative and non-teaching professional staff (ADM), postsecondary faculty (PSIS), and secondary faculty (SIS).

Classified Staff

In an attempt to assess the need for staff development for the classified members of the College community, a questionnaire was constructed and administered to this group.

Information from the questionnaires is illustrated below.

Administrative and Non-Teaching Professional Staff

Doctorates	6
Masters	20
Baccalaureates	8
R.N.	2
No Degree	12
Total	48

Postsecondary Instructional Services Faculty

Degree		Rank	
Doctorates	2	Instructors	69
Masters	38	Assistant Professors	36
Baccalaureates	26	Associate Professors	12
R.N.	4	Professors	3
Associate	5		
No Degree	45	Total	120
Total	120		

Secondary Instructional Services Faculty

Degree		Rank	
Doctorates	0	Instructors	23
Masters	0	Assistant Professors	7
Baccalaureates	8	Associate Professors	2
R.N.	0	Professors	0
Associate	1		
No Degree	23	Total	32
Total	32		

Classified Staff

Secretarial/Clerical	44
Maintenance	19
Custodial	29
Warehouse	2
Security	4
Tool Room Attendants	12
Total	110

Work Experience at WACC	
Less than One Year	9%
1 to 5 Years	50%
6 to 10 Years	22%
11 to 15 Years	8%
16 Years or More	8%

Other Related Work Experience	
Less than One Year	48%
1 to 5 Years	8%
6 to 20 Years	11%
11 to 15 Years	4%
16 Years or More	17%

(This group reported that 63% have had some education beyond high school)

Current Staff Development Activities

The attitude toward staff development, as conveyed in the 1970 report has been altered. A questionnaire distributed to professional staff indicates that nearly all professional personnel experience some staff development activities each year. However, these activities, though comprising a lengthy list, do not meet the individual needs of most faculty.The activities experienced on an individual basis include formal educational pursuits, plant visits, travel, reading, attending cultural events (mostly off campus), playing instructional tapes, and participating in community, civic and religious organizations.

Activities of the College involving large numbers of professional staff include convocations, faculty meetings, division meetings, social events, and involvement in the Middle States self-evaluation study.

Programs involving smaller numbers or special groups include budget seminars (new in 1974-75); management-by-objectives instruction, new for administrators; trustee-administrator retreat, the first of its kind. These activities were geared primarily to administrators. For professional staff, orientation of new faculty was revived; corporate-sponsored workshops were offered, and vocational education and general education courses were offered to WACC personnel by The Pennsylvania State University. In-service activities include curriculum development and change by faculty involved, use of new equipment for business and technical faculty, orientation to learning resources, introduction to the uses of the computer, faculty athletics, college committee work, and cooperative education workshops. Special in-service training was designed for nursing faculty, counselors, and librarians.

Most staff regularly attend non-college-sponsored conferences and workshops in their teaching or administrative areas, and administrators, including division directors, visit other colleges to exchange ideas.

For classified staff, by means of Board policy, there is inclusion in the free tuition plan. The questionnaires submitted by classified employees indicate little in-service work; brief demonstrations concerning new equipment appear to be the single instance of in-service training. For the first time, the College arranged a social function to which all staff were invited, indicating agreement with the committee definition of staff as cited at the beginning of this report.

Staff Attitude Toward Development

To assess the attitude of the professional staff concerning staff development and their expectations for the future, a questionnaire using the Likert scale (low to high response) was devised. Eight general categories germane to staff development were devised and respondents noted their feelings on a one-to-four (1-4) scale with 1 = low and 4 = high.

Results of the questionnaire indicate that this group has a favorable attitude toward staff development. The illustration below reveals the responses of the staff to the various categories.

High Response

Curriculum Development
Innovative Teaching Techniques
Improving Community Understanding of WACC and
  Knowledge of WACC's Resources
Defining/Establishing Cooperative Relationships
  with Area Institutions, Organizations, Agencies

Low Response

Library Services
Use of Computer
Cooperative Education
WACC Governance

Degrees of concern having been established, the professional staff were asked through an open-ended question to list special skills/ competencies that they might be willing to share with others. A great diversity of knowledge and skill was revealed. Some could, for example, share information on innovative instructional techniques, some, contract systems, some, formulation of behavioral objectives and use of the computer. WACC already has a nucleus for staff development.

Areas of concern receiving low responses are indeed worth analyzing. Library (Learning Resources) Services have for years been located on the fringes of the campus. They are not readily accessible to faculty and students. Statements from individuals from all campus constituencies indicate that this may be the reason for the low response. Cooperative Education and the use of the computer are relatively modern educational adjuncts to this College. Staff must be made aware of their potential values. Governance suffered most likely from the history of turmoil and low morale at the institution during the last few years.

Classified staff also reacted favorably toward development. Seventy-five (75%) reacted positively to participation in short courses, workshops, or other types of job performance improvement during working hours. The willingness exists! It drops somewhat for non-working hours but the figure still remains high at sixty-six percent (66%). There was also interest in the formation of committees to develop recommendations for programs and review of personnel policies.

Expressed Deficiencies

In addition to answering the question of the desirability of staff development, the questionnaire also provided a base for the recommendations. Respondents answered specific questions about professional deficiencies and open-ended questions eliciting suggestions for programs. Nearly seventy percent (70%) of the professional staff felt in-service training to be important to them. Of a list of in-service programs, the most desired training was that relating to teaching skills and curriculum development. This response correlates well with the "desire to improve instructional methods" expressed by over seventy percent (70%) of the professional staff as a major reason for pursuing additional education and for attending conferences and workshops.

However, since over half of the respondents admitted to not attending conferences and workshops, and, since over half claimed that lack of sufficient time prevented them from pursuing further education and training, it may be inferred that one need in staff development is to make training in basic and innovative teaching methods and in curriculum development more easily attainable.

Over a hundred persons indicated a desire to participate in inservice training in technical skills on the questionnaire. The fact that few--almost no--such programs were listed as part of current staff development activities indicates a major deficiency in the technical area.

A need has also been expressed for orientation for new faculty. Although this need has been met since the Spring Semester of 1975, some recent faculty have not had such orientation. In addition, the staff development questionnaire indicates much interest among the entire professional staff in orientation to College policies and procedures, to College goals and objectives, and to internal communications. Staff development programs are needed to provide an understanding of the philosophy, goals, and organization of the College.

Response by classified staff parallel those of the professional staff. The need for orientation was cited by eighty-one percent (81%) of the respondents. Using the Likert scale, highest preference was for the information regarding employment benefits, performance evaluation, policies, and procedures. The staff also cited the need for general information about the College: goals, philosophy, and students.

Staff Development Recommendations

To resolve deficiencies and encourage the growth of a strong staff development program at WACC the following recommendations are offered. Some may lend themselves to immediate implementation, some may not.

College Wide

Responsibility/Primary

Primary responsibility for professional staff development should become part of the job descriptions of the Deans of Postsecondary and Secondary Instructional and Student Services. The rationale behind this statement is that all faculty will be involved in development programs.

The Assistant to the President for Employee Relations should assume primary responsibility for the classified staff only.

Responsibility/Secondary

Secondary responsibility should be assumed by the Staff Development Committee and the Assistant to the President for Research and Development. This Committee can present program proposals and assist in the planning, implementation, and evaluation process.

Continuing Current Activities

It is recommended that current provisions for staff development, either by Board policy or contract, be continued.

The College President should designate responsibility for programs for trustees and administration.

UPGRADING SKILLS AND INSTRUCTIONAL TECHNIQUES

Volunteer Workshops

As questionnaire response identified several areas in which the staff expressed interest, the following approach to in-service work allows for a broad range of topics. A team of full-time "internal consultants" selected by the deans should work with those assigned responsibility for staff development to design modular workshops for the staff. This project should be organized during a summer and the internal consultants should be compensated for their work. The modules can be divided into ten pods (the Miami-Dade approach) offering a choice of staff development subjects. These pods might involve a commitment of six to ten hours for study, demonstrations, and discussion. Based on expressed deficiencies, topics might include career education, curriculum development, instructional techniques, drafting of behavioral objectives, community college policy, goals and objectives, cooperative effort between the College and the area it serves, and use of learning resources. Staff may select those pods most beneficial and relevant to their needs. The workshops should be voluntary. After the first experience with them and after evaluation, it may be appropriate to offer in-house credit applicable to the point system for one module of work; one module might consist of three pods. These workshops lend themselves to various schedules; they might run on a day designated in the calendar for staff development.

Responsibility	Initiate	Cost
Deans & Staff Development	Fall, 1976	$2,000

Upgrading Technical Skills

The College should subsidize faculty who would benefit from institutes or short courses. Sources for such courses might include General Motors Training Centers, Bendix Corporation, Caterpillar Tractor Company, and the Graphic Arts Technical Foundation. Currently travel funds are being utilized.

Responsibility	Initiate	Cost
Deans	June, 1975	$5,000 annual

Apprenticeship Program

An apprenticeship program is recommended for the first semester of employment. A master instructor within the division would serve as a guide for new staff. He would observe and offer counsel on such matters as instructional technique and College policy. The program should be structured. Selection of master instructors would be based upon specific requirements. Functions of the master instructor would include classroom observation, review of course objectives, and team teaching. It is further recommended that during the apprentice semester bi-weekly conferences be held and attended by the dean, division director, master instructors, and new staff to assess improvement and share concerns.

Responsibility	Initiate	Cost
Deans & Div. Dirs.	September, 1975	Present - not appreciable Proposed - (1976) - $900

Trustee Retreats

The trustee-administrator retreat should become an annual program. One area of concern as signified by the questionnaire responses is the trustee's concept of his role. In-service discussion on governance and representation should be included in future retreats. New trustees should be included in future retreats. New trustees should be introduced to the College through a series of pre-service activities.

Responsibility	Initiate	Complete	Cost
President	January, 1975	Annual	$1,500

Administrative Seminars

Seminars dealing specifically with management effectiveness and communications should be designed for administrative personnel. Such seminars should be prepared and led by consultants. The cost of the seminars would depend upon consultants' fees and length of the program.

Responsibility	Initiate	Cost
President	Summer, 1975	$500

Upgrading Professional Credentials

Professional staff members who have not passed the trade competency examination should be encouraged to do so. Those staff members who require vocational certification must acquire the appropriate certification. Professional staff members lacking any degree should be encouraged to pursue the Associate degree. It is further recommended that staff avail themselves of the sabbatical, after five years of service, to earn a baccalaureate degree.

Responsibility	Initiate	Cost
Faculty & Adm. Supv.	Continual	Figured in Contract - Tuition Reimbursement

Staff Retreats

When the Parkes property has been properly deeded and development of the property is complete, it will provide an ideal setting for working retreats. Pre-service programs for new staff might be held at the site. Volunteer workshops, discussion groups, administrative seminars--all of these activities might profit from a change of scenery.

Responsibility	Initiate	Cost
Adm. & Staff Dev.	Fall, 1983	$2,000 Annual

INCENTIVES

Motivation for Improving Technical Skills

Credit should be allowed on the salary point system for training programs which do not carry academic credit value. Currently the contract allows points for credit courses only. Implications of this recommendation and the determination of point value should be jointly considered by management and faculty bargaining teams.

Responsibility	Initiate	Cost
Ad Hoc Committee for Review of Point System	April, 1976	Not Appreciable

Clarification of Faculty Rank

To provide motivation for professional staff to engage in developmental activities, rank should be made more meaningful--as is appropriate in any academic community. During the past three years, promotions have been erratic and minimal. It is recommended that the Employment, Promotion, and Tenure Committee research this matter and possibly review the qualifications. The rank status of administrative personnel must also be considered. As the figures on the table summarizing rank and degree indicate, there is a disparity in the number listed in various rank categories.

Responsibilities	Initiate	Completion	Cost
EPT Committee & Adm.	Spring, 1975	March, 1976	None

Faculty Meetings

It is recommended that better use be made of faculty meetings. In order to encourage greater attendance, the College hour should be changed to 3:30 p.m. on Tuesdays with an hour and a half block of time. Possible programs might feature half-hour presentations on teacher-counseling designed by the professional counselors, brief presentations and/or demonstrations by learning resource personnel, reports by divisions on on-going developmental programs, forums dealing with philosophy and goals of the Community College presented by the administration. The Staff Development Committee would assume the responsibility of scheduling and advertising these presentations.

Responsibility	Initiate	Cost
Deans. & Staff Dev.	September, 1976	None

Graduate Career Development Center

To respond to the expressed desire to upgrade personal credentials and to solve the problem of distance and travel time, it is recommended that an in-service program be offered to provide opportunities for earning advanced degrees on this campus. The cooperating institution will provide instructors and upon course completion give resident credits. Simple registration procedures can be instituted. One possibility is the use of computerized courses available from the Penn State Mobile Unit.

Responsibility	Initiate	Cost
Research & Development	1980	Not Appreciable

ORIENTATION

Orientation - New Staff

A formal pre-service program for new staff for the 1975-76 year should be held to:

1. Review philosophy and goals
2. Discuss student profiles
3. Review personnel policies
4. Review contractual matters
5. Tour the campus
6. Review support services
7. Explain faculty evaluation
8. Discuss College policy affecting academic concerns
9. Discuss evaluation techniques
10. Discuss policies affecting field trips, workshops, conferences
11. Review administrative responsibilities, function of Faculty Senate, committee structure
12. Discuss division concerns:
    - a. Instructional materials
    - b. Secretarial service
    - c. Syllabi
    - d. Curricular requirements
    - e. Special problems

Responsibility	Initiate	Cost
Deans	September, 1975	1976 - $500

Returning Staff

Convocations should be more closely structured. College philosophy, goals, and academic policies should be reviewed. Divisions should meet to discuss goals for the year. In some cases, however, goals might be better set for programs, rather than for divisions

Responsibility	Initiate	Cost
Deans	September, 1975	1976 - $500

Part-Time Staff

It is further recommended that part-time staff be involved in orientation programs.

Responsibility	Initiate	Cost
Deans	September, 1975	1976 - $500

Self-Study

To facilitate pre-service activities, it is recommended that an audio-visual series be prepared offering presentations on special topics vital to orienting new staff. Such a series would permit greater flexibility in pre-service scheduling and would expedite pre-service for new staff hired while an academic year is in progress. Appropriate topics can also be offered to part-time or substitute instructors. Some of these materials could result from the in-service programs prepared for faculty meetings.

Responsibility	Initiate	Cost
Learning Resources Center	Fall, 1977	$2,000

RESEARCH, RENEWAL, AND SELF-DEVELOPMENT

Summer Research and Development Grants

The College will select interested and competent staff members to complete research and prepare materials related to instructional and/or curricular development. Interested faculty will apply and be selected based upon the merit of their proposal and its value to the College.

Responsibility	Initiate	Cost
President, Research & Dev.	Summer, 1976	$2,700 - Annual

Reporting Professional Activities

To extend the benefits of attendance at off-campus professional meetings, it is recommended that participants report to their colleagues within the division. The report could become part of the agenda of division meetings.

Responsibility	Initiate	Cost
Faculty Member & Adm. Supv.	Continuing	Not Appreciable

Informal Discussion Groups

As a means of changing attitudes, strengthening self-realization, and improving inter-personal communications, it is recommended that a group of representative staff meet with each other and/or outside professional facilitators to discuss topics related to instruction, curricular, and internal problems; e.g., bridging the gap between career and academic faculties. Each member of this group might then lead a series of discussion groups on the same topics with other staff members. It is recommended that an objective third party is necessary in view of the sensitive nature of the problems for discussion.

Responsibility	Initiate	Cost
Deans	Spring, 1977	$400

Recreation/Renewal

It is recommended that there be wider use of College facilities for group and personal development activities. The physical education facility and its equipment might be made more available to staff.

Responsibility	Initiate	Cost
Coord. of Physical Ed.	Fall,1975	Not Appreciable

Travel Opportunities

Travel experiences afford both educational and renewal opportunities. The College should study possibilities and arrange charter and package travel plans. These could be offered to the full College community, including all staff and students.

Responsibility	Initiate	Cost
Asst. Dean for Com. Ed.	May, 1976	Not Appreciable

Professional Libraries

To answer, on a limited scale, the need for improvement of instructional skills and for upgrading of technical skills it is recommended that copies of pertinent articles be routed and shared with others. These articles may be "discovered" by any member of the staff who can direct them to the appropriate division director. The director can circulate a copy among the appropriate faculty members, and maintain a copy within a file to become part of a professional library. A collection of books relevant to a specific dicipline for use by instructors is also recommended for each division as well as instructional audio-visual materials.

Responsibility	Initiate	Cost
Division Director	January, 1975	1976 - $200

Community College Consortium for Staff Development

The College will play an active role in initiating a staff development program for Pennsylvania community colleges.

Responsibility	Initiate	Cost
Deans	Fall, 1976	$1,000 annual

Audio-Tutorial Materials Facilitators

Within each division, one or two instructors should gain, through in-service preparation conducted by learning resources personnel or outside consultants, sufficient ability to prepare for the division an audio-tutorial program. The materials would become part of a division learning laboratory and would employ the principles of competency-based instruction. The availability of these materials would permit greater efficiency in handling academic deficiencies and diversity of student ability resulting from the open door policy of admissions. The College should compensate these instructors for the preparation of each module. An approximate $150 per module might be a reasonable figure. Such a project should become a summer's activity in order to give the facilitators ample time.

Responsibility	Initiate	Cost
Deans & Division Dirs.	Fall, 1977	$10,000

Staff Development

Should the financial climate allow or should there be available funds through a grant, it is recommended that the College employ a Staff Development Officer.

Responsibility	Initiate	Cost
President	Federal Funding	$18,000

PUBLICATIONS

Communications/Internal

The Communication Specialist should issue a monthly bulletin publicizing staff development activities conducted by various divisions, activities engaged in by individual staff, and notes of more personal nature. This bulletin may be a means of furthering the integration of the faculty and should carry information with more detail than other in-house bulletins.

Responsibility	Initiate	Cost
Spec. Asst. to the President, Employee Relations, Communication Specialist	September, 1976	$100

Faculty Handbook

For the benefit of new and returning staff, data vital to their functions as part of the College community must be updated and published. A revised Faculty Handbook should be published containing information concerning policy, committee structure, rank requirements, etc. The current handbook is outdated and of little use to faculty.

Responsibility	Initiate	Complete	Cost
Emp. Relations, Ad Hoc Com., Communications Specialist	Spring, 1976	Fall, 1976	Not Appreciable

Programs at Other Academic Institutions

For all areas of development--administrative, technical, academic--it is recommended that potential advantage of programs offered by other institutions be surveyed and published. Consideration should be given to such schools as Rochester Institute of Technology, Drexel, Temple, Penn State, and Lehigh. A continuing informational program, published in the monthly bulletin, would be beneficial to staff.

Responsibility	Initiate	Cost
Research & Development	January, 1976	Not Appreciable

Professional Audio Library

Individual faculty and staff attending conferences or workshops might tape keynote speeches or discussion sessions on topics of interest to colleagues. Commercially prepared materials can also be utilized for in-service programs or for self-improvement.

Responsibility	Initiate	Complete	Cost
Learning Resource Center	Fall, 1976	Continual	1976 - $2,500

EXCHANGE PROGRAMS

Exchange for Development

As part of an ongoing staff development program and within limits of available resources, The Williamsport Area Community College strongly supports the establishment of a variety of faculty and administration exchange programs with educational institutions, government, and business and industry within the State of Pennsylvania, the United States of America, and with foreign countries. The program called "Exchange for Development" aims to strengthen each institution by providing and sharing specific and appropriate expertise, training, and operational models.

Responsibility	Initiate	Complete	Cost
Dean of PSIS	Fall, 1976	Continual	$1,000 Annual

Professional Observations

Individuals or teams should be encouraged to visit model institutions to observe and review a special interest area. The currently budgeted $100 for each instructor is intended primarily for conference or professional meeting attendance and is inadequate. It is recommended that the Deans survey their faculties well in advance of budget preparation to assess interest in this activity and to determine the cost. The decision of scheduling visits and personnel involved would remain with the Deans.

Responsibility	Initiate	Cost
Deans	Continual	$1,000 Annual

Teacher Exchange

A program affording staff the opportunity to participate in an exchange program in either foreign schools or schools within the nation is recommended.

Responsibility	Initiate	Cost
Dean of PSIS	Fall, 1976	1976 - $500

Employment of Interns

To permit the College to render service to those persons wishing to gain experience in the community college and at the same time to gain the benefit of fresh ideas and approaches, it is recommended that an internship program be instituted. Both teaching and administrative interns might be utilized.

Responsibility	Initiate	Cost
President and Deans	May, 1976	$4,000

CLASSIFIED STAFF

Orientation

To answer the need expressed in the questionnaires, it is recommended that new classified employees be prepared for their positions in two ways.

First, the new employees should be given literature, Staff Handbook, handouts or pamphlets concerning College policies covering, among other items: insurance, sick days, vacations, and retirement. They should be made aware of academic policies which would affect them. A secretary, for example, should understand College policies he/she would encounter in dealings with students; custodians should be aware of policy related to interrupting classes. These materials must be gathered and published.

Second, once a classified employee is hired, he/she should work, whenever possible, with the person he/she is replacing for at least one week. The employee would then gain first-hand orientation concerning specific duties and policies.

Responsibility	Initiate	Complete	Cost
Employee Relations	Fall, 1976	March, 1977	Not Appreciable

Job Descriptions/Evaluation Process

To answer the expressed need for more information regarding employment, job descriptions should be written for classified staff. Currently there is a deficiency in this area. Once such descriptions have been furnished, they would provide one base for performance evaluation. It is recommended that classified staff be involved in the preparation of this information. Subsequently, means of evaluating performance must be established.

Responsibility	Initiate	Complete	Cost
Employee Relations	Spring, 1976	Fall, 1976	Not Appreciable

Updating Skills

In-service workshops or mini-courses for secretaries and clerical staff should be offered to improve knowledge of format, office procedures, business machines, and audio-visual equipment, among others. These workshops could be conducted by members of the College professional staff.

Responsibility	Initiate	Cost
Employee Relations	January, 1976	1976 Budget - $1,200

Incentive for Self Development

First, wider advertising of course offerings which the staff might find beneficial is recommended. Instead of posting or individual mailings of the usual notice dispensed throughout the College and the community, specially designed notices should be prepared and distributed.

Second, the pursuit of additional academic work or self-improvement courses should become part of the employee's file. When evaluation procedures have been systematized, this material might be used for salary increases or advancement.

Responsibility	Initiate	Cost
Emp. Relations & Com. Ed.	Fall, 1976	$400

Strengthening Secretarial Information

Division secretaries should attend at least one freshman orientation for their academic areas. That orientation should be the first occurring during the secretary's employment at the College. In addition, division secretaries should attend division meetings so that they might better understand changes in procedures or policies.

Other secretaries should, at the discretion of their employers, attend meetings for the same purpose.

Responsibility	Initiate	Cost
Division Directors	Fall, 1976	Not appreciable

Secretarial Pool

To promote greater efficiency and to free secretaries for in-service work, it is recommended that a secretarial pool of two or three persons be formed. If a secretary is ill, must be out of the office for an extended period, or is involved in a project which is urgent and broad, those persons in the pool could be called on to help maintain the smooth operation of an office.

Responsibility	Initiate	Cost
Employee Relations	Fall, 1977	$1,200 - Part-time Sec. Asst.

Sub-Committees

Since the response on the questionnaire concerning committee involvement was positive, a sub-committee on the Staff Development Committee should be formed to determine developmental activities for classified staff. The two classified employees currently serving on the Staff Development Committee would act as liaison persons.

Service on such committees should, as with the taking of courses, be noted in the employee's file.

Responsibility	Initiate	Cost
Employee Relations	Fall, 1976	Not Appreciable

Note: Inherent to all of the formal in-service programs is the need for sound evaluation apparatus to gauge value, propriety, and interest as a means of determining subsequent programs.

IX. Physical and Financial Resources

The Williamsport Area Community College will provide appropriate facilities, attractive grounds, and a physical environment which stimulates and enhances learning.

The Williamsport Area Community College will maintain accountability to the public, to students, to sponsor school districts, and to the State with regard to the educational, fiscal, legal, and contractual aspects of the operation of the College.

IX. PHYSICAL AND FINANCIAL RESOURCES

A. FACILITIES

Definition

The mission of The Williamsport Area Community College is to provide comprehensive, performance-oriented educational services responsive to the needs and interests of individuals and organizations in its service area. Inherent in this mission is the assumption that adequate facilities are available to provide for realization of the College's educational goals.

The purpose of facilities in the overall scheme of College operations is to provide surroundings flexible enough to meet present as well as future demands of our educational process.

All College facilities must combine efficiency with an environmental setting which enhances teacher-student interaction. A natural result of efficient/effective coordination of all facilities will be a greater sense of unity throughout the institution.

It is a tenet of the humanistic approach to learning that the potential of the individual, if allowed to unfold in an orderly way in an appropriate environment, will develop and produce a healthy, integrated personality.

Since contemporary personal growth theories have added impetus and support to the preceding statement, a positive relationship exists between the goals of the College and the manner in which the facilities provide an "appropriate environment." In the planning, design, and actual construction of facilities, the goals of the College, education, training, and personal growth, can be realized. They must be allowed to unfold in an educational environment that will enhance, support, and extend the teaching-learning setting.

A Study of Present Facilities: 1975

History and Changes

The Williamsport Area Community College was founded in 1965. It did not begin like other community colleges, which were established without facilities and personnel. WACC inherited both a set of buildings and a faculty from its predecessor, the Williamsport Technical Institute. The College still functions in many of the same buildings which were used by the Technical Institute from the time of its inception in 1941.

Changes have occurred since 1965. Some are major, some minor. The major changes are:

1. New permanent building constructed on a site near Allenwood, some 15 miles from the Williamsport campus, to house the Earth Science Division.

2. New permanent building constructed on Williamsport campus to house the Automotive programs of the Transportation Technologies Division.

3. Two "butler" type buildings erected on Williamsport campus, one housing the Diesel program, the other providing food vending services and student activity space.

4. Acquisition of former Williamsport High School building, now called the Klump Academic Center, and the former Williamsport High School Gymnasium, now called the Bardo Gym.

5. Renovations of the Klump Academic Center: four floors.

6. Sale of Edwin Street property which housed the Practical Nursing and Office Machine Repair programs.

Statistics

Presently, 21 buildings house the programs and services of the College. These structures comprise a total of 549,945 square feet and are located in three areas: Williamsport campus, Allenwood, and the Aviation building at the Williamsport-Lycoming County Airport. The footage is illustrated below:

Classrooms	13.2%*
Labs, Shops, AV Center	32.6%
Offices	8.5%
All other areas	45.7%
Total	100.0%

*Figures supplied by the Office of the Director of Physical Plant.

Attitudes Toward Facilities

The statistics and figures above pertaining to square footage and facilities are excellent platforms from which to begin investigations. They cannot of themselves reflect feelings or sentiment toward facilities. Students, faculty, administrators, and all other staff must use, indeed must live in these buildings, on a daily basis. Five years ago, the Self-Evaluation Report, published in January, 1970, stated that general dissatisfaction existed with respect to the physical aspects of existing facilities. Has this feeling changed?

Goal Setting Survey - 1974-75

A goal setting survey was distributed at the beginning of the current academic year. This survey was given to students, faculty, administrators, alumni, Board of Trustees, advisory council members, district superintendents, and classified staff. In the section of the Survey marked SUPPORT GOALS: Internal Environment, the following statement earned Priority #2 with a total score of 157 points:

> To maintain a program of campus development which provides for appropriate facilities, attractive grounds, and an environment which enhances learning, growth, and development.

Statement priority was determined by combining response scores for 4 (HIGH) and 5 (EXTREMELY HIGH) IMPORTANCE. The complete KEY was 1 - NO IMPORTANCE, 2 - LOW, 3 - MEDIUM, 4 - HIGH, 5 - EXTREMELY HIGH. The number of respondents was 333. The breakdown of responses to the above statement was:

1	2	3	4	5	Total
1	10	54	108	149	257 (combine 4 & 5)

First priority went to the statement:

> To be efficient as well as effective in all aspects of institutional operation.

The breakdown for this statement was:

1	2	3	4	5	Total
1	9	53	121	138	259 (combine 4 & 5)

It is interesting to note that of the 333 respondents, 149 marked Statement #2 higher than they did Statement #1 where there were 138 marking 5 - EXTREMELY HIGH.

Other Support Goals were solicited through a series of questions at the end of the Survey. The last question, lettered E, is instructive with respect to attitudes toward facilities. Respondents, 303 responded to this question, were asked to mark only one blank in answering the question. The question was:

> In the event a sizeable sum of money were to become available to WACC, how do you feel it should be spent?

80 1. Student housing facilities.
70 2. Construction of additional facilities for instruction.
59 3. Instructional materials (audio-visual aids, library, laboratories).
45 4. Increase in faculty salaries.
21 5. Other.
15 6. In-service programming.
13 7. Increase in number of faculty.

Approximately 50% of the respondents to the survey indicated concern for facilities, rather than for some other area, as an internal support goal.

Facilities Needs: 1975

Information about current facilities problems was gathered by the Facilities Committee in January, 1975. This group reflected all segments of the College family: trustees, faculty, students, classified staff, and administration. Each building which the College is currently operating was physically examined by this Committee during a tour. The exception was the Edwin Street property which has been sold by the College. Other information was gathered by this group through a questionnaire sent to those holding positions outlined on the College organizational chart. Problems unearthed were categorized as: Very Serious, Serious, Minor. The following chart summarizes pertinent building characteristics.

CAMPUS MAP

1 **Secondary Automotive Building**

2& 3 **Electrical Building**
Electrical Technology
Electrical Construction
Welding

4 **Machine Shop Building**
Toolmaking Technology
Machinist - General

5 **William Stitzel Building**
Diesel Mechanics

6 **Administration Building**
Architectural Technology
Broadcasting
Electronics Technology
Engineering Drafting Tech
Graphic Arts
Mechanical Drafting
Printing
Technical Illustration
Laboratories
Business Office
College Information
President's Office

7 **WACC Hanger at Airport**
Aviation Technician

9 **Crooks Maintenance Bldg.**

11 **Student Government House**
SGA Offices

14 **Rishel Building**
Developmental Studies
Learning Resources Center
Library Assistant
Sign Painting

15 **Klump Academic Center**
Accounting
Business Management
Computer Science Technology
Food & Hospitality Management
Journalism
Secretarial Science
Admissions & Records
Cafeteria
Classrooms
College Ombudsman
Community Services Center
Computer Center
Counseling
Dean of Postsecondary
Instructional Services
Dean of Student Services
Financial Aid
Housing Office
Operating Room Technician
Placement
Practical Nursing
Security (Parking, Lost & Found)
Spotlight
Student Activities
Tot Watch
Veterans Office

16 **Lewis Bardo Gym**
Physical Education & Health

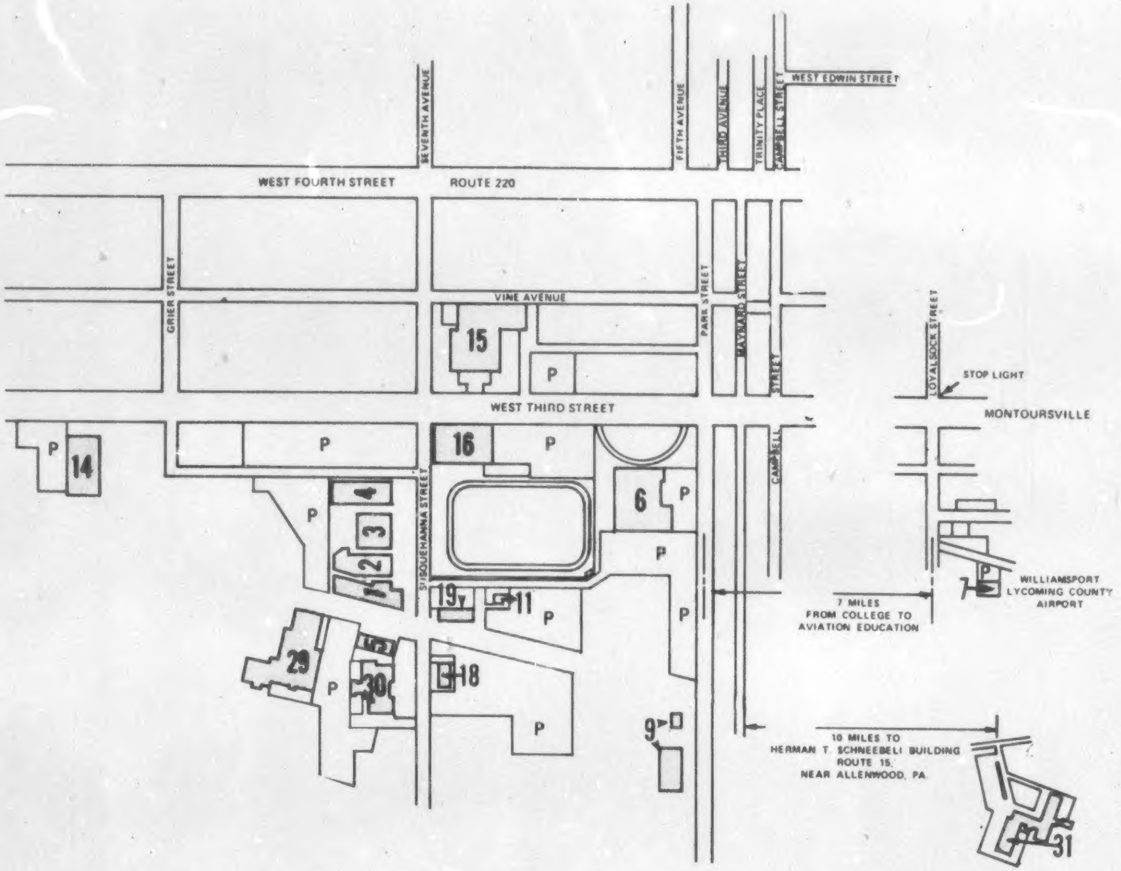
18 **Audio-Visual Services House**

19 **Lair**
Dispensary
Student-Faculty Center

29 **Cromar Building**
Carpentry
Carpentry & Building
Construction Technology
Civil Engineering Technology
Dean of Secondary
Instructional Services
Sheet Metal
Bookstore
Plumbing

30 **George Parkes Building**
Auto Body Repairman
Automotive Mechanics
Automotive Technology

31 **Herman Schneebeli Building**
Floriculture
Forest Technology
Heavy Construction Equipment
Service & Operation
Nursery Management


SEVENTH AVENUE
FIFTH AVENUE
THIRD AVENUE
TRINITY PLACE
CAMPBELL STREET
WEST EDWIN STREET
WEST FOURTH STREET
ROUTE 220
GRIER STREET
VINE AVENUE
PARK STREET
MAYNARD STREET
STREET
LOYALSOCK STREET
STOP LIGHT
WEST THIRD STREET
MONTOURSVILLE
CAMPBELL
SUSQUEHANNA STREET
P
14
15
16
6
4
3
2
1
5
19
11
18
29
30
9
7
31
WILLIAMSPORT LYCOMING COUNTY AIRPORT
7 MILES FROM COLLEGE TO AVIATION EDUCATION
10 MILES TO HERMAN T. SCHNEEBELI BUILDING ROUTE 15, NEAR ALLENWOOD, PA.

Facilities Needs: 1975

Unit	Building	Very Serious Problems	Serious Problems	Minor Problems
1	Automotive (SIS)/ Small Gas Engines	Exhaust System Heating System	Crowding, Soundproofing Toilet Facilities Floors, Walls, Windows	SIS Students Lack Proper Equipment
2	Electrical	Heating System	Lighting Toilet Facilities Floors, Walls, Windows	- - -
3	Electrical/ Welding	Heating System Roof Leaking Remove Program	Toilet Facilities Floors, Walls, Windows Steps, Parking Lot	- - -
4	Machine/ Plumbing	Heating System; Flooding Roof Leaking;Wall buckling No safety rules for ovens	Lighting system; Crowded, Exhaust System,Floors, Windows,Low Ceilings,Walls	- - -
5	Stitzel Building Diesel Mechanics	Exhaust System	Crowded Class Area Inadequate Lacks Equipment	- - -
6	Administration/ Design Technology/ Printing Services	Heating System	Mezzanine labs/ Classrooms not suitable for Instruction	Trolley Tracks
7	Aviation/ Transportation	Heating System Ventilating System	Toilet Facilities Roof Leak Crowded Conditions	Exit, Entrance Signs Needed Lunch Room Needed
9	Crooks Building - Warehouse	- - -	Heating System	Machinery being Stored could be Sold
11	SGA Building	- - -	- - -	- - -
14	Rishel Building/ Learning Resources	- - -	Parking Lot Markers	- - -
15	Klump Academic Center	- - -	Electrical System Basement Conditions Auditorium Lights	Shades Needed Window Repairs Auditorium Seating

Facilities Needs: 1975

Unit	Building	Very Serious Problems	Serious Problems	Minor Problems
16	Bardo Gymnasium	- - -	Fire Extinguishers Needed Electrical System,Toilet Facilities,Shower,Lockers	- - -
18	Audio-Visual Center	- - -	Air Conditioning Improve Studio	- - -
19	The Lair	- - -	Heating Air Conditioning	Trash Disposal
27	Hoover Dormitories	- - -	Humidity Control	- - -
29	Cromar	Sewage/Exhaust Systems	Heating Roof needs replacing Toilet Facilities	- - -
30	Parkes Automotive	Exhaust System	Toilet Facilities	Inadequate Lifts
31	Schneebeli Building	- - -	Inadequate Space	- - -

An analysis of the preceding problems will show that certain problems are common to many buildings, a fact to be expected after such a long period of time. Also, not indicated but very much a problem, is the lack of sufficient storage space in most buildings.

Facilities Planning Guidelines

The following educational, space, and site specifications should be utilized as guidelines for planning physical facilities:

1. The College has a basic commitment to constructive change--change which results in improvement in programs, instructional strategies, buildings and all other elements which make up the institution.
2. The Student is the focus of the entire educational effort of the College.
3. Students and all employees will be treated as individuals.
4. The College will seek to provide programs which meet the wide range of student differences.
5. The College is committed to experimentation in programs, courses, and instructional strategies.
6. Students will be expected, as much as possible, to participate in planning their learning experiences -- formal and informal -- and will hopefully actively participate on All-College Committees.
7. An objective of the College will be to encourage students to learn how to learn -- throughout their lives, not just while a student at the College.
8. Students learn both through classroom instruction and non-classroom student activities.
9. Students must have opportunities to study in quiet on the campus -- a place they can call their own.
10. Places and experiences must be provided where students can meet with each other and with faculty members for common learning.
11. The College is committed to mix -- mix of faculty and students, students and students, faculty and student services staff, faculty of various subject areas, technical and general education classrooms, etc.
12. Members of the College community -- off-campus as well as on -- will be sought for advice in planning programs and buildings.
13. All programs and curricula are to be treated equally.
14. To the extent possible, evening students should be provided with the same support services as day students.

15. The College will cooperate with as many other agencies and institutions as possible in order to fulfill its mission.

16. Buildings will be planned for flexibility, grouping space modules about service cores or hubs.

17. The design of the structures and grounds should be adopted to the particular contours of the site.

18. Natural elements of beauty on the campus such as trees and views, should be fully utilized.

19. Noisy functions, the noise from which cannot be suppressed by control techniques, should be located away from relatively quiet areas.

20. All facilities should be integrated into a plan that represents a concept of unity.

21. Space for functions or activities which require common administrative coordination should be grouped together.

22. Vehicular traffic should not interfere with instructional activities and should be directed to eliminate unsafe pedestrian crossings.

23. Probable concentrations of pedestrian traffic should be identified and traffic flow patterns developed that permit easy movement about the campus via wide pedestrian walks.

24. Outdoor parking areas and roadways should be ample and well lighted for evening use.

25. Facilities for functions which the public will attend and which demand large parking areas should be located near or adjacent to parking facilities and have direct access from approach drives.

26. Buildings should be planned with consideration for the energy and utility costs.

27. Possible curriculum expansion should be accommodated by the preparation of an open-ended development plan and the designation of uncommitted space on the site.

28. Functions which are likely to expand should be located so that needed expansion is possible.

29. Playing fields and outdoor athletic areas should be convenient to indoor physical education facilities and have direct access to shower and locker areas

30. Utility lines should be placed underground.

Facilities Needs: 1976 - 1980

Long-range as well as short-range aspects of facilities must be included in any plan or set of recommendations which the College adopts. Recognizing that perhaps plans which are the best in 1975 may be scrapped in 1980, the College must still forge ahead.

Preceding chapters have discussed institutional and unit goals. At this point these goals will be viewed through five year glasses in relation to facilities. It should be recalled that the term "facilities" in this report includes actual buildings, grounds, landscaping, parking aspects and equipment, safety precautions, and planning.

Variables

Planning for this period will, as implied at the beginning of this section, be subject to many and varied pressures. A partial list might be: enrollments, needs and attitudes of Sponsor Districts, funds available for construction and renovation, availability of necessary materials and the threat of strikes by laborers, and even the national economy itself.

It is clear that the College must plan for this period. It is clear that the College must act during this period if goals are to be attained. Present staff may possess the necessary talents to develop a plan. However, the ability to investigate all variables and to bring to such a plan the necessary cohesive force would best be obtained by the use of a consultant(s) at the proper time. Such a consultant would have the ability to:

1. Work with the Long-Range Committee to assist in moving from educational planning to space planning.

2. Analyze space requirements on the basis of current assignments and updated enrollment projections.

3. Analyze existing structures and facility design with consideration of current and anticipated environmental concerns, energy uses, and operation and construction costs.

4. Recommend physical changes needed to accommodate new methods of instruction.

Three other committees, gathering information within the long-range process, Curriculum and Instruction, Staff Development and Student Services, also made some facility recommendations.

These recommendations are:

A. Curriculum and Instruction

1. It should be the goal of the College to merge Library and Audio-Visual Services into one facility, furthering the integration of these services to better serve faculty and students, within five years.

2. To better serve the College's geographical constituency the institution should develop Regional Education Centers. Municipal buildings could be utilized as classrooms.

B. Staff Development

1. Lack of interest in library resources may be traced to the location of the College Library, which is physically detached from the core of College buildings. The Facilities Committee may wish to pursue the implications of this problem.

2. New services and centers recommended earlier in this document will, if established, require space. These services are listed below:

   Staff Development Center
   Professional Libraries
   Graduate Career Development Center.
   Professional Audio Library

3. When the Parkes property (Morgan Valley - 220 acres) has been properly deeded and development is complete, it will provide an ideal setting for working retreats.

C. Student Services

Need for a facility to integrate Career Development Center and Learning Resources Center.

Facilities Needs: 1975 - 1985

Changes and additions to the physical plant will, of necessity, be required to maintain a viable institution. Planning for a ten-year span will depend upon student requirements and enrollment patterns. A consultant with the required architectural and engineering qualifications will be required before further planning can take place.

Facilities Recommendations

It is obvious that, because of the age of most buildings, the College faces many problems with respect to its facilities. It is also obvious that the College has never had a coordinated approach to the entire facilities process. Over and over again the word "checkerboard" has been heard throughout the campus.

1. The projects approved for facilities renovations in the budget process (1975-76) be carried out as soon as possible with exceptions as noted.

2. Provide the Director of the Physical Plant with the authority he needs to acquire assistance on facilities projects when that need arises, and employ a full-time project coordinator to work on facilities projects.

3. The use of facilities should stay the same for the 1975-76 period except for the fourth floor of the Klump Academic Center. Further, during some point within the next twelve-month period, a space utilization study of facilities should be conducted by College personnel.

4. The College, with the aid of a consultant, should study and make a final decision on whether the Williamsport campus should be retained.

Should the answer to #4 be affirmative, the following recommendations would apply:

5. Terminate Rishel lease (Learning Resources) and construct a multi-purpose Campus Center near the center of the Williamsport campus. The Campus Center would include:

    a. Learning Resources Center: including book/non-book resources, audio-visual, instructional television, instructional materials, learning lab for self-paced instruction, developmental (basic) skills, etc.

    b. Career Development Center: to fulfill scope of career education concept; career assessment (vocational and diagnostic programs) information counseling, development, open to the community; relates to a and c.

    c. Multi-Skills Center: for handicapped and non-handicapped--experimental learning and assessment in a variety of career clusters--actual career exploration for all ages. Would include the program currently operated in cooperation with BLAST in the Cromar and Klump buildings.

   d. Campus Store: include Bookstore, sale of related items, supplies, WACC clothing, College products produced through the instructional process, and central store supplies to be charged out to College offices.

   e. Student Union--space for student activities, clubs, student recreation, student lounge space.

6. Renovate all existing structures except the Klump Center, Automotive and Earth Science Buildings. Special attention to be paid to the following elements:

   a. Heating/Cooling Systems
   b. Electrical Systems
   c. Comfort Facilities
   d. Storage Facilities
   e. Interior/Exteriors

7. Landscape all existing property. Use student help where possible.

8. Resolve the railroad track problem and Third Street problem: construct people bridge across street from Klump Center to Bardo Gym.

9. Develop Regional Education Centers.

   a. Explore cooperative arrangements with other institutions to use their facilities for off-campus classes and Regional Education Centers.

   b. Develop permanent arrangements for Regional Education Centers. Consider using the Earth Science Campus as a model--construct "Butler" type buildings.

10. Develop 174 acre property being acquired from United States Army Reserve. Move diesel programs at Williamsport Campus and Service and Operation of Heavy Construction Equipment program located at Earth Science Campus to this Susquehanna River site. Construct steel building to accommodate needs of both programs. Estimate total enrollment: 250.

11. Complete development of Outdoor Conservation Center on Earth Science Campus.

12. Utilize vacated space on Earth Science Campus for new programs and expansion of existing programs.

13. Move welding into facility vacated by diesel program.

14. After completion of Campus Center, Lair and Audio-Visual Services Buildings can be renovated and used for new programs.

15. Form a special advisory committee to consider long-range use of Morgan Valley property (220 acres).

16. A permanent solution is needed to the sewage disposal system problem in the Cromar Building.

17. As community education offers more classes at more locations throughout the ten-county area, funds will need to be budgeted for facility rental. Consideration should be given to leasing classroom space at the newly planned Lycoming Mall near Halls Station.

18. Construct four to eight tennis courts on Williamsport Campus.

B. FINANCE

Sources of Funds, Operating, and Capital

Operating Income

The College's operating income is directly related to the number of students enrolled. On the postsecondary level, according to law, approximately 1/3 of operating income is to come from the state, 1/3 from the local sponsor, and 1/3 from the student. By law, student tuition cannot be more than 1/3 of the operating budget. The state will pay 1/3 of the operating budget or $500 per full-time equivalent student (FTE), whichever is lower. In addition, since 1974, the state will pay an additional $150 for each FTE student enrolled in an occupational program. The local sponsor must pay the difference in order to balance the budget. For the 1975-76 academic year, each sponsor full-time student pays $540 tuition and the sponsor school district pays $580.

On the secondary level, each sponsor school district pays the College $735 for each student they send to us for vocational training. This charge is determined each year as part of the budgetary process. Last year the cost was $685 per student. Our cost per secondary vocational student is about $200 less than that of a typical area vocational-technical school.

Thus, enrollment determines income. This means that budgetary planning in a public institution is no better than the accuracy of enrollment projections. And many factors over which the College has little control can easily alter our best estimate of future enrollment. (See Chapter V.) Some of the variables directly related to enrollment include:

1. The impact of economy (availability of jobs);
2. The availability of jobs after attendance at the College;
3, The programs offered by the College;
4. The effectiveness of recruiting;
5. The availability of financial aid for students;
6. Changes in sponsorship (growth or no additional sponsors) of the College;
7. Competing educational institutions;
8. Sponsor school district policy concerning vocational education opportunity.

It becomes clear that a major priority in achieving fiscal soundness must involve attempts to even out cycles of alternately rising and declining student enrollment by controlling enrollment (if possible), through reducing dependence on enrollment for income, or by budgeting which provides for deficits and surpluses. The College might limit enrollment to a fixed number (less than predicted maximum demand) but this is counter to our open-door philosophy. Or the College could begin serious attempts to develop annual support and endowment funds from industry, alumni, and community, even though this is extremely difficult for a public institution. Finally, and perhaps most promising, the College might budget conservatively for the minimum students projected, and use excess funds to hire part-time faculty, rent temporary facilities and lease equipment. Additional surplus funds could be invested to provide a cushion during a year when enrollment drops unexpectedly.

Capital Income

Because the majority of students are from non-sponsor districts, enrollment does play an important role in capital funding. However, the individual capital service fees charged to these students serve only to reduce the proportionate share paid by the sponsors since capital expenditures are shared equally by the sponsor and the state. This year non-sponsor students are assessed a $135 annual capital service fee. In a typical capital budget, the state pays 50%, sponsor 25%, and non-sponsor students 25%. Since the sponsor districts provide their assessed share, short- and long-range planning is easier and less subject to crises planning. Nevertheless, it is time for the College to assess its capital needs on a long-range basis, and obtain a long-range commitment from its sponsors to support the plan.

Immediate Recommendations

1. Once the optimum number of students is determined, plan and provide for orderly growth.
2. Attempt to establish, based on criteria mentioned above, potential demand for our College services, in terms of maximum and minimum. This will require a comprehensive feasibility study of our ten-county service area.
3. Actively seek federal, state, or private supplemental operating funds or gifts in order to supplement income related to numbers of students enrolled.
4. Provide for a budget reserve.
5. Analyze long-range capital needs.

OPERATING INCOME AND EXPENDITURES

Operating Income	1971/72	%	1972/73	%	1973/74	%	1974/75	%	1975/76 Revised Budget	%
Tuition:										
State	$1,168,289	25.07	$1,073,250	24.32	$968,000	22.79	$1,467,900	27.80	$1,556,337	27.63
Students	1,739,512	37.32	1,671,800	37.88	1,597,054	37.60	1,939,785	36.73	2,129,097	37.81
Sponsor District	522,897	11.22	475,661	10.78	481,349	11.33	543,753	10.30	635,964	11.29
Other Community College	55,116	1.18	57,991	1.31	66,387	1.56	-	-	-	-
Student Lab Fees	53,993	1.16	50,550	1.15	42,032	0.99	71,525	1.36	110,000	1.95
Application Fees	26,580	0.57	22,930	0.52	20,009	0.47	22,430	0.43	20,000	0.36
Federal Voc. Ed. Funds	394,291	8.46	181,650	4.12	104,541	2.46	109,920	2.09	-	
Practical Nursing	62,536	1.34	66,083	1.50	91,368	2.15	88,849	1.69	90,244	1.60
Diagnostic Program	15,170	0.32	5,052	0.11	3,093	0.07	4,420	0.09	3,000	0.05
AVTS - High School	403,024	8.65	537,350	12.17	614,576	14.47	804,190	15.23	915,810	16.26
AVTS - Cosmetology	-	-	-	-	51,128	1.21	78,289	1.38	102,712	1.82
Other Income	45,628	0.98	46,027	1.04	35,524	0.84	49,394	0.94	25,000	0.44
Special Projects	173,818	3.73	225,405	5.10	134,965	3.18	70,279	1.34	5,000	0.09
Federal Prisons	-	-	-	-	27,189	0.64	32,025	0.62	38,615	0.70
Fire School	-	-	-	-	-	-	-	-	-	
Advance Police Academy	-	-	-	-	10,209	0.24	-	-	-	
Total Income	4,660,854	100%	4,413,749	100%	4,247,424	100%	5,282,759	100%	5,631,779	100%
Operating Expenditures										
General Administration	127,024	2.80	175,668	3.60	138,718	3.05	214,403	4.22	282,864	5.09
Student Services	233,255	5.14	250,310	5.12	223,961	4.92	237,040	4.67	257,579	4.64
Staff Benefits	338,638	7.46	415,544	8.50	409,848	9.00	461,970	9.09	570,400	10.27
General Institutional	501,891	11.05	460,951	9.43	422,407	9.28	363,385	7.15	310,932	5.60
Instruction	2,616,992	57.62	2,694,144	55.14	2,450,334	53.82	2,795,609	55.02	3,119,999	56.15
Library	95,363	2.10	94,495	1.93	102,427	2.25	135,115	2.66	152,580	2.74
Operation of Plant	484,485	10.66	597,858	12.24	625,523	13.74	819,465	16.13	861,488	15.51
Special Projects	144,341	3.17	197,211	4.04	133,078	2.92	54,160	1.06	-	-
Cosmetology	-	-	-	-	46,080	1.02	*	-	*	-
Total Expenditures	4,541,989	100%	4,886,181	100%	4,552,276	100%	5,081,147	100%	5,555,842	100%
Excess Income Other Expenditures	118,865		(472,432)		(304,852)		201,611		75,937	

* Cosmetology included under Instructional expense for 1974/75 and 1975/76 fiscal years.

CAPITAL--INCOME AND EXPENSES 1971-1976

Income	1971/72	%	1972/73	%	1973/74	%	1974/75	%	1975/76	%
Non-Sponsor Students	$302,634	22.1	$372,132	26.3	$333,077	26.0	$272,904	19.1	$155,250	12.7
Sponsor Districts	300,593	21.9	342,970	24.3	337,002	26.3	207,842	14.5	157,600	12.9
Federal	160,000	11.7	40,000	2.9	-	-	247,787	17.3	-	-
State	609,164	44.3	590,014	41.8	583,408	45.4	496,613	34.7	609,275	50.0
Sale of Cromar Materials	-	-	37,264	2.6	-	-	-	-	-	-
Sale of Capital Assets	-	-	27,850	1.9	7,774	0.5	145,631	10.2	-	-
Rental Income & Int. Misc.	-	-	2,456	0.2	13,331	1.0	13,583	0.9	-	-
Miscellaneous	-	-	-	-	8,467	0.8	46,800	3.3	-	-
Capital Reserve	-	-	-	-	-	-			296,425	24.4
Total Income	1,372,391	100%	1,412,686	100%	1,283,059	100%	1,431,160	100%	1,218,550	100%
Expenses										
Land & Buildings	540,885	39.4	196,583	15.2	-	-	-	-	-	-
Equipment & Furniture	265,288	19.3	263,784	20.4	277,154	23.3	208,205	16.4	389,927	32.0
Building Improvements	118,365	8.6	125,193	9.7	338,357	28.3	397,687	31.3	394,075	32.3
Planning & Development	67,713	4.9	311,358	24.1	177,437	14.8	18,668	1.5	30,000	2.5
Rental and Debt Services	380,520	27.8	392,993	30.6	402,195	33.6	382,484	30.1	404,548	33.2
Federal Funded Projects	-	-	-	-	-	-	264,789	20.7	-	-
Total Expenses	1,372,771	100%	1,289,911	100%	1,195,143	100%	1,271,833	100%	1,218,550	100%
Reserve	-	-	127,775	-	87,916	-	159,327	-	-	-

TUITION CHARGES *

Student	Tuition	Capital Charge	Activities Fee	Lab/Shop Fee	Total	Per Credit Cost
			1970-71			
Sponsored	$177.50	-	$7.00	$10.00	$194.50	15.00
Non-Sponsored	355.00	85.00	"	"	457.00	37.00
Other Community College	177.50	85.00	"	"	279.50	-
Out of State	532.50	170.00	"	"	719.50	59.00
			1971-72			
Sponsored	185.00	-	10.00	10.00	205.00	15.50
Non-Sponsored	370.00	115.00	"	"	505.00	40.50
Other Community College	185.00	115.00	"	"	320.00	-
Out of State	555.00	194.00	"	"	769.00	64.50
			1972-73			
Sponsored	197.50	-	10.00	10.00	217.50	16.50
Non-Sponsored	395.00	124.00	"	"	539.00	43.50
Other Community College	197.50	124.00	"	"	341.50	-
Out of State	592.50	248.00	"	"	860.50	70.30
			1973-74			
Sponsored	220.00	-	10.00	10.00	240.00	18.50
Non-Sponsored	440.00	147.50	"	"	607.50	47.50
Other Community College	220.00	147.50	"	"	387.50	-
Out of State	660.00	215.00	"	"	895.00	73.00
			1974-75			
Sponsored	245.00	-	15.00	15.00	275.00	21.00
Non-Sponsored	535.00	100.00	"	"	665.00	53.50
Other Community College	245.00	100.00	"	"	375.00	-
Out of State	735.00	200.00	"	"	965.00	78.00
			1975-76			
Sponsored	270.00	-	15.00	Variable	285.00	22.50
Non-Sponsored	560.00	67.50	"	"	642.50	52.25
Other Community College	270.00	67.50	"	"	352.50	28.00
Out of State	810.00	135.00	"	"	960.00	78.75

* Per semester
Full time student

FUND BALANCES

Fund	1970/71	1971/72	1972/73	1973/74	1974/75
Capital	$72,012	$166,790	$289,559	$409,027	$594,655
Operating		169,014	(303,421)	(613,512)	(412,298)
College Work Study	-	-	-	18,701	5,585
Scholarship & Gift Funds	7,525	20,835	33,341	58,202	46,605
Student Activities	10,383	5,509	1,150	562	2,715
Student Government Assn.	2,306	(581)	1,765	1,921	156
Cafeteria	-	(8,803)	(22,775)	(30,833)	(35,959)
Hoover Dorms	37,562	37,062	45,216	56,095	6,917
Lycoming Hotel	(6,619)	(829)	(23,326)	(31,437)	(31,437)
College Bookstore	90,202	116,688	138,694	142,031	145,076

Fund balance for 1970/71 combined

1974/75 fund balances from preliminary audit

BUDGET SUMMARIES

Year	Operating Budget	Per Cent of Increase	Capital Budget	Per Cent of Increase	Operating and Capital (Combined)	Per Cent of Increase
1970-71	$3,865,888	-	$859,928	-	$4,725,816	-
1971-72	4,541,962	17%	1,379,852	60%	5,921,814	25%
1972-73	5,142,934	13%	1,289,917	(7%)	6,432,851	9%
1973-74	4,552,281	(11%)	1,195,194	(7%)	5,747,475	(11%)
1974-75	5,081,147	12%	1,271,833	6%	6,352,980	11%
1975-76	5,641,779	11%	1,218,550	(4%)	6,860,329	8%

Long-Range Recommendations (Goals)

1. Develop a WACC Annual Giving and Corporate Support Program; goal of $10,000 first year; $50,000 per year within five years.

2. Develop private sources of financial aid.

3. Retire current $400,000 deficit and provide for a 3% operating contingency by 1980.

Budget Preparation and Priorities

The College budget has tradionally been based upon a projection of enrollment, followed by evaluation of staffing requirements. Beginning with the 1975-76 budget a new and promising approach to annual budgeting was instituted. This includes establishment of budget centers, with tabulation of line item request by computer. This approach will provide such computerized information as funds expended, encumbered, and not encumbered. The process involves virtually all members of the College community, as well as public meetings to explain the proposed budget and to elicit sponsor district support. While this is a substantial improvement over previous methods, some refinement is needed, particularly in timing (the process should commence by October of each year) and in resolving questions of educational priority.

The Budget Committee, while evidencing concern that some effort be made to project operating budgets, feels that a primary goal during the next year is to establish long-range capital expenditure budgets. There is an unwritten commitment that the maximum capital expenditure will not exceed four mills, but to date the sponsor districts have not been charged more than two mills. In the past, equipment purchases were neglected. One suggestion is the establishment of a contingency fund for replacement, based on a depreciation system. Also, it is evident that financial problems of the recent past have drastically altered the previous long-range facility plans. New plans and resultant budgetary implications require immediate attention.

The College supports an even more formalized and structured approach to establishing budget priorities. Priority recommendations should come from the All-College Budget Committee.

Immediate Recommendations

1. 1977-78 budget completed by January 31, 1976.

2. An analysis of our expenditures relative to those of other community colleges.

3. Completion of a long-range facilities plan by the end of the 1975-76 academic year.

4. Establishment of criteria for a contingency fund for equipment replacement, based on depreciation schedules.

5. Some attempt to establish average costs of programs as a tool for evaluation of existing and proposed programs.

Long-Range Recommendations

1. Major reassessment of budget priorities and long-range capital expenditures.

2. Integration of current objectives, cost center budget with WICHE and state PPBS (Planning, Programming, and Budgeting System). Consider Project USHER as a model.

Nature and Amount of Indebtedness

The subject of current indebtedness assumes relative importance at this time because of the suddenness and the rather substantial amount. Because of over-projections of enrollment, and subsequent level of staffing, the 1972-73 and 1973-74 years were completed with an operating deficit of approximately $600,000. It was the goal of the administration to eliminate this deficit by the end of 1976-77 fiscal year. While the goal of eliminating operating deficits as quickly as possible is desirable, the timetable may need to be revised. The past year the deficit was reduced by one third to about $400,000. This year, however, operating commitments plus inflation may mean a much smaller deficit reduction. It is, nevertheless, clear that future operating budgets should be based on conservative estimates of enrollment, and a contingency fund established for emergency expenditures, or to cover orderly reduction in staff and facilities should enrollment drop drastically.

It is important to observe that while the College has had an operating deficit, its capital expenditures account, largely because of revised building plans, has a surplus adequate to cover the cash flow problems that might have resulted from the operating deficit. Investment of such funds as well as payment of some capital projects in cash, instead of through borrowing, provide a means of keeping charges to the sponsor districts relatively constant and reasonable.

Immediate Recommendations

1. A long-range projection of debt service.

2. A plan for substantial reduction of accumulated operating deficit. Investigate legal possibility of using part of capital surplus to reduce operating deficit.

Long-Range Recommendations

1. A contingency of three percent of the operating budget should be developed to allow for unanticipated expenditures and unexpected enrollment fluctuations.

Accounting, Auditing, and Control of Expenditures

Accounting

The College has adopted the chart of accounts commonly used by community colleges in Pennsylvania. The manual was developed from recommended procedure in College and University Business Administration. The workload of the Business Office staff and the timeliness of fiscal reports could be substantially improved by computerization. The Business Office and Computer Center are primary in record keeping (including individual student tuition accounts), accounts payable, and inventory. Additions to the staff of persons familiar with computerized operations and persons to help with increased workload, or the hiring of consultants may be necessary to achieve this objective in a timely manner.

Auditing

All accounts of the College are audited annually by a certified public accountant appointed by the College Board of Trustees. John Wolfe, Certified Public Accountant, Williamsport, Pennsylvania, is the auditor of record. The College is also audited annually by the Commonwealth of Pennsylvania. Audit examinations are made in accordance with generally accepted auditing standards and include such tests of accounting records and other auditing procedures considered necessary. The College is subject to periodic audits by state and federal auditing teams for specific grants which are received from state and federal agencies.

Control of Expenditures

The Director of Business and Finance supervises the financial activities of the College and is responsible for control of receipts and disbursements. Internal auditing is under the supervision of the Comptroller and is conducted by the Accountant. Invoices are issued for all outstanding obligations of the College supervised by the Director of Business and Finance. Income received by the Bursar-Clerk is recorded in a cash receipt journal. Deposits are made daily and verified by the College depository. Expenditures are made through an accounts payable voucher system that meets the requirements of a receiving report (warehouse) verifying prices and extensions. The Purchasing Office audits all documents and establishes the basis for issuance of checks. All checks require two signatures. College officers authorized to sign checks are the President, Director of Business and Finance, and the Comptroller.

Miscellaneous

There are several related areas of concern that arose from discussion of the preceeding areas. There is a general feeling that there has been substantial theft of laboratory materials and tools. A complete inventory by an outside firm was completed in June, 1975, and inventory up-dates are planned using a computerized system. In addition, the College has a central warehousing operation to reduce loss of equipment and supplies.

The College needs to re-examine the desirability of operating auxiliary enterprises, such as dormitories and the bookstore. Questions were also raised as to the relative merits of contracting some maintenance and cleaning services. Last year, the College decided to contract for all food service and vending operations.

Immediate alteration of the physical facilities occupied by the Business Office is necessary. It is felt that service to students and other College community members could be improved by better flow and accessibility.

Immediate Recommendations

1. Beginning of computerization.

2. Renovation of Business Office facilities.

Long-Range Recommendations

1. Complete computerization, to the extent possible, of accounting, budgeting, purchasing, and inventory.

Plant Maintenance, Repairs, Replacement

The College recognizes that the facilities of the institution are generally inadequate for the highest quality instruction. In particular, the poor condition of many of the buildings and out-dated equipment are in need of immediate attention.

It is further recognized that the funding procedures of the past have failed to allow proper maintenance to buildings or equipment. Questionable decisions were made in the purchase of old buildings, (such as Cromar) which required (an still require) extensive repair before they could be utilized for instruction. There is conclusive evidence that the current maintenance procedures, while improving, are not acceptable for an institution with predominatly older buildings. Provisional budget allocations for maintenance of instructional equipment appear adequate.

The College needs to develop a comprehensive three- or four-year schedule of emergency and preventive maintenance with a rational priority assigned to each project. This will require contracting of some items and building a well-paid staff of qualified carpenters, plumbers, and electricians. In-service training sessions for custodial staff to up-date their skills and provide for advancement are long overdue. A grounds maintenance staff is required.

Immediate Recommendations

1. Maintenance and repair priorities should be immediately established and funded from capital surplus. (The Facilities and Safety Committee are working on this.)

2. A consultant be hired to assist in reviewing physical plant and developing a detailed long-range facility plan, including required construction and equipment costs.

Long-Range Recommendations

Equipment

1. That the deans and division directors continue their work to formulate a long-range plan to encompass the depreciation, inventory, and replacement of instructional equipment.

2. That a special equipment fund be incorporated in future budgets for the express purpose of updating outmoded equipment, whether serviceable or not. This would be for the purchase of large, expensive pieces outside the scope of the normal capital equipment budget which is required to carry on existing levels of instruction.

Building Maintenance

1. That additional and better qualified staff be hired for maintenance work, particularly in the areas of plumbing and electrical work.

2. That service contracts be purchased for the maintenance of certain heating and air-conditioning systems.

3. That better communications be developed between the plumbing, building construction, and electrical instructors and the Director of Physical Plant, with the aim of allowing students to perform more repair work at the College.

Insurance and Investments

Insurance

The majority of insurance coverage for the College is under the supervision of the Business Office in cooperation with the Lycoming Association of Insurance Agents, represented by George L. Fetzer, Broker, Edward Smead Agency, Williamsport, Pennsylvania. While determination of adequate coverage is under constant review, the necessity of a current, comprehensive review, appraisal, and consolidation of insurance coverage on fixed assets has been recognized by the Board of Trustees and is currently under way. The Committee recommends this insurance appraisal of all buildings and contents, in addition to an inventory control system which can be utilized and updated on both a daily and annual basis. All insurance policies are currently being consolidated and will be re-bid this year in logical packages.

Investments

The College utilizes temporary excess of operating and capital funds by investment in United States Treasury Certificates for 30, 60, or 90 days. This is established through state procedure and by authority of the Board of Trustees.

While the College has a small established endowment fund, managed by the Williamsport National Bank, there is no formalized program for solicitation or application of these funds. As little attention has been paid in the past to acknowledgment or solicitation from individuals and/or institutions, the growth of the endowment fund has not progressed in any significant manner. It is the recommendation of the committee that the College make a commitment toward building the endowment through formulation of a contribution procedure and a use plan for contributions.

Operating income from miscellaneous sources is projected at approximately three-fourths of one percent of the total operating income for 1975-76. It may not be an unrealistic goal to attempt to increase this to the two percent or three percent level in the next five years through a formalized solicitation program. The Alumni Association could provide valuable support in attempting to reach this goal.

Immediate Recommendations

1. Re-bidding College insurance based upon current appraisal of buildings and inventory of equipment and contents.

TUITION SERVICE FEE

Lab/Shop and Activities

1970 - 76 (Per Semester)

Year	Sponsored Student	% of Increase	Non-Sponsored Student	% of Increase	Other Community College Student	% of Increase	Out of State Student	% of Increase
1970/71	$194.50	-	$457.00	-	$297.50	-	$719.50	
1971/72	205.00	5.40	505.00	10.50	320.00	7.56	769.00	6.88
1972/73	217.50	6.10	539.00	6.73	341.50	6.72	860.50	11.90
1973-74	240.00	10.34	607.50	12.71	387.50	13.47	895.00	4.01
1974-75	275.00	14.58	665.00	9.47	375.00	(3.23)	965.00	7.82
*1975-76	305.00	10.91	672.50	1.13	372.50	(0.67)	990.00	2.59

*Variable Lab Fee included. Estimated average $30.00 per student.

TUITION AND SERVICE FEES PROJECTIONS
(per semester)

Year	*Sponsored Student	*Non-Sponsored Tuition	**Service Fee	Total
1975/76	$270.00	$560.00	$67.50	$627.50
1976/77	293.00	608.00	59.00	667.00
1977/78	318.00	660.00	74.00	734.00
1978/79	345.00	717.00	74.00	791.00
1979/80	375.00	779.00	78.00	857.00
1980/81	409.00	846.00	76.00	922.00
1981/82	442.00	919.00	81.00	1,000.00
1982/83	480.00	998.00	88.00	1,086.00
1983/84	521.00	1,048.00	95.00	1,143.00
1984/85	566.00	1,177.00	102.00	1,279.00
1985/86	615.00	1,277.00	109.00	1,386.00

* Increases based on 8.6% per year as averaged from 1970-76 and the American Council on Education future estimates of 8% per year on inflation rate.

** Based on 50% of enrollment from non-sponsor districts, support of capital budget - 50% State, 25% Sponsor Districts and 25% charged as service fee to non-sponsor students.

TEN YEAR BUDGET PROJECTIONS*

Year	PSIS FTE	SIS FTE	Total FTE Enrollment	Operating Budget	**Capital Budget	Total Budget
1975/76	2,590	735	3,325	$5,450,000	$1,218,000	$6,668,000
1976/77	2,717	796	3,513	5,886,000	750,000	6,636,000
1977/78	2,968	851	3,819	6,356,000	885,000	7,241,000
1978/79	3,217	923	4,140	6,864,000	955,000	7,819,000
1979/80	3,466	934	4,400	7,415,000	1,030,000	8,445,000
1980/81	3,677	955	4,632	8,000,000	1,112,000	9,112,000
1981/82	3,682	989	4,671	8,640,000	1,200,000	9,840,000
1982/83	3,687	1,020	4,707	9,330,000	1,296,000	10,626,000
1983/84	3,692	1,023	4,715	10,000,000	1,400,000	11,400,000
1984/85	3,698	1,048	4,746	10,800,000	1,512,000	12,312,000
1985/86	3,730	1,058	4,788	11,665,000	1,632,000	13,297,000

* Total enrollment combines Secondary, Postsecondary, and Community Education enrollment. Projection based on annual inflation rates used in American Council on Education's future estimates of 8% per year and average increase of budgets from 1971-76 at 8.4% per year.

** Commencement of major renovation/construction program 1976/77. Use of capital surplus during 1976-77 fiscal year.

2. A procedure for soliciting and accepting gifts.

Long-Range Budgets

Preliminary budget projections for the next ten years are based on desired enrollment projections as developed and discussed in Chapter V. In view of the current large capital surplus, future capital budgets should be smaller than 1975-76, with inflation and commencement of major renovation/construction projects causing a gradual increase in capital expenditures after a sharp decline in 1976-77.

Recommendations

1. Refine the current cost center budgeting system in order to provide improved cost accounting and financial reporting.

2. Analyze general budget projections and develop detailed budget projections based on results of feasibility studies recommended in this Self-Study.

3. Present revised budget projections to all college constituents for review and reaction. Revise Long-Range Budget based on input and incorporate as part of Long-Range Plan.

X. Outcomes

The key rationale for planning is to achieve results.

X. OUTCOMES

Placement of Graduates

The basic philosophy of the Career Placement Service at The Williamsport Area Community College is to assist the graduates and alumni who are in search of the next step in their career plans.

Assistance is provided in obtaining full-time employment in the field for which one has been trained. Many companies conduct employment interviews on campus. In addition, graduates are continuously kept advised of employment opportunities as they are received at the College. Many alumni are placed in positions through this placement service.

The following is a report of the 1974 graduating class. A substantial part of the data were obtained through a questionnaire survey conducted over the summer months.

In addition to the questionnaire survey, information was obtained from communication with division directors, faculty, classmates, neighbors, family and friends. Regardless of the methods used to obtain the necessary facts, all the information has been thoroughly checked for accuracy. The content of this report represents one aspect of the College's accountability to its various constituent groups. It is one measure of outcomes.

PLACEMENT REPORT, CLASS OF 1974
OFFICE OF PLACEMENT & STUDENT ACTIVITIES

	Total Grads By Program	Total Respondents	Employed In Field Trained	Average Starting Salary
Business & Computer Science				
Accounting	25	18	15 (83%)	$5,400
Business Management	33	19	13 (68%)	7,700
*Clerical Studies	6	5	5 (100%)	5,300
Computer Science Tech.	27	19	14 (74%)	7,900
Secretarial Science	29	28	28 (100%)	6,100
Sub-total/Average	120	89 (74%)	75 (84%)	$6,480

	Total Grads By Program	Total Respondents	Employed In Field Trained	Average Starting Salary
Building Technologies				
Carpentry & Building Construction Tech.	27	21	20 (95%)	$7,300
*Construction Carpentry	35	26	20 (77%)	7,800
*Plumbing & Heating	32	16	10 (62%)	8,200
Sub-total/Average	94	63 (67%)	50 (79%)	$7,767
Communications				
Broadcasting	11	5	3 (60%)	$5,800
Journalism	2	1	0	--
Library Assistant	5	3	3 (100%)	5,300
Sub-total/Average	18	9 (44%)	6 (67%)	$5,550
Earth Science				
Forestry Tech.	53	39	34 (87%)	$7,600
*Service & Operation Heavy Const. Equip.	44	31	25 (81%)	8,700
Floriculture	10	10	7 (70%)	5,400
Nursery Management	17	17	16 (94%)	7,500
Sub-total/Average	124	97 (78%)	82 (85%)	$7,300
Electrical/Electronics				
*Electrical Construction	31	22	19 (86%)	$7,900
Electrical Tech.	17	14	12 (86%)	8,600
Electronics Tech.	26	18	10 (56%)	7,600
*Office Machine Repair	14	11	6 (55%)	7,000
Sub-total/Average	88	65 (74%)	47 (72%)	$7,775
Engineering & Design				
Architectural Tech.	18	8	5 (63%)	$7,600
Civil Engineering Tech.	16	10	9 (90%)	8,200
Graphic Arts	17	14	12 (86%)	7,500
*Machinist General	23	19	18 (94%)	8,500
*Mechanical Drafting	36	34	33 (97%)	7,900
*Printing	10	6	5 (83%)	7,100
*Sheet Metal	4	2	2 (100%)	10,300
*Sign Painting	2	2	1 (50%)	10,300
Technical Illustration	9	9	7 (77%)	9,800
Toolmaking Tech.	17	12	10 (83%)	9,200
*Welding	8	7	6 (86%)	10,500
Sub-total/Average	160	123 (77%)	108 (88%)	$ 8,809
Math, Sci & Allied Health				
Food & Hospitality Manag.	11	10	9 (90%)	5,900
*Practical Nursing	59	47	47 (100%)	7,300
Sub-total/Average	70	57 (81%)	56 (98%)	$6,600

Transportation Technologies	Total Grads By Program	Total Respondents	Employed In Field Trained	Average Starting Salary
*Auto Body Repairman	10	7	7 (100%)	$6,800
*Automobile Mechanics	40	35	32 (91%)	6,900
Automotive Tech.	13	11	8 (73%)	8,200
*Aviation Maintenance Tech.	24	20	15 (75%)	9,300
*Diesel Mechanics	46	38	34 (89%)	8,900
Sub-total/Average	133	111 (83%)	96 (86%)	$8,020
College total/Average	807	614 (76%)	520 (85%)	$7,493

*Certificate program

Employed Out of State	Employed Out of Field	Unemployed	Military	Not In Labor Market
55 (9%)	34 (6%)	6 (0.9%)	6 (0.9%)	5 (0.8%)

Summary

Ninety-two (92) percent of the 807 individuals graduating during 1974 were enrolled in vocational-technical education programs. Eight (8) percent were general studies or individual studies graduates. This percentage also held true for the 1975 graduating class.

The average starting salary of $7,493 for those entering the labor market in 1974 was six (6) percent higher than it was the previous year. This increase matched the 1974 national average.

The few graduates who entered military service reported assignments compatible with their college training. Most were graduates of the Transportation and Building Technology Divisions.

Graduates not in the labor market at the time of the Placement Survey indicated they were housewives or had an illness that prevented their employment at that time. Graduate unemployment was negligible.

1975 STUDENT GRADUATE TRANSFER SUMMARY

General Studies and Independent Studies

Lycoming College	16
Bloomsburg State College	10
Pennsylvania State University	10
Lock Haven State College	8
Mansfield State College	5
Pittsburgh, University of	3
Slippery Rock State College	3
Temple University	3
Indiana University of Pennsylvania	2
Pittsburgh Institute of Mortician Science	2
Wyoming, University of	2
Hamline University	1
Kutztown State College	1
Maryland, University of	1
Ohio State University	1
Pennsylvania State University, Capitol Campus	1
Shippensburg State College	1
West Chester State College	1
West Virginia University	1

Architectural Technology

Arizona State College	2
Kansas State University	2
Rochester Institute of Technology	2
Temple University	2
Arizona, University of	1
Auburn University	1

Automotive Technology

Chaffey College	1
General Motors Institute	1
Pennsylvania State University	1

Civil Engineering Technology

Case Institute of Technology	1
Georgia Institute of Technology	1
Tri State College	1

Forest Technology

West Virginia University	5
Georgia, University of	1

Nursery Management

West Virginia University	2
Cornell University	1
Delaware Valley College	1
Washington, University of	1

Floriculture

West Virginia University	2

Business Accounting

Lycoming College	3	Bloomsburg State College	2
St. Francis College	3		

Business Management

Bloomsburg State College	9	Lycoming College	3
Pennsylvania State University Capitol Campus	4	Cincinnati College of Mortuary Science	1

Electrical Technology

Pennsylvania State University Capitol Campus	4	Rochester Institute of Technology	3
		Pennsylvania State University	1

Broadcasting

Shippensburg State College	3	Pennsylvania State University Capitol Campus	2
Bloomsburg State College	2		

Journalism

Pennsylvania State University Capitol Campus	2	Shippensburg State College	2

Computer Science

Pace University	3	New York, City University of	1
The American University	2	Stockton State College	1
Bentley College	1	Utah, University of	1
Hampshire College	1		

Graphic Arts

Rochester Institute of Technology	2

Electronics Technology

Rochester Institute of Technology	6

Toolmaking Technology

Southwest Minnesota State College	1

Library Science

Clarion State College	1	Edinboro State College	1

Nursing

Butler County Community College	2

Building Construction Technology

Pennsylvania State University	1

Construction Carpentry

Pennsylvania State University	1

Aviation Mechanics

Emby Riddle Aeronautical University	1

SUMMARY

Nearly twenty (20) percent of the 1975 class transferred to forty-six (46) different four-year colleges or universities.

Ninety-nine (99) vocational education program graduates transferred to thirty-four (34) different four-year institutions. Penn State University - Capitol Campus (Harrisburg) which offers a Bachelor of Technology degree, attracted the majority of vocational program graduates. The Rochester Institute of Technology was another popular choice.

Seventy-two (72) General Studies and Independent Studies graduates transferred in the fall of 1975 to eighteen (18) different four-year institutions--most to near-by institutions. Lycoming College, Bloomsburg State College, Penn State University, Lock Haven State College and Mansfield State College were institutions receiving the greatest number of these student transfers.

It should also be noted that 63 graduates and early termination students from previous classes have made applications to senior institutions. Several delayed their formal education for financial reasons. Others decided to return because of unfavorable employment conditions.

COMMENCEMENT SURVEY 1975

Postsecondary
Attitudes of New Alumni

In order to aid in the evaluation of its programs and services, the College solicited the attitudes of its 1975 graduates through a questionnaire. The questionnaire was distributed shortly after the completion of Spring Semester 1975. Two hundred forty students (nearly one-third of those graduating) responded to the survey. Responses are indicated in the percentages given below:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Most classroom instructional objectives were specific and clearly written.	9.6	71.3	5.8	9.6	1.3
2. Most of my instructors regularly informed me of my progress and performance.	8.3	44.6	11.7	30.4	5.0
3. I would enroll at WACC if I had it to do over again.	15.4	40.0	28.8	9.2	6.3
4. Most related courses were meaningful and useful.	15.8	50.8	13.8	15.0	4.0
5. I think the program I chose at WACC sufficiently prepared me for employment or for transfer to another college.	21.7	51.3	15.4	7.9	2.9
6. WACC is a friendly place.	14.2	62.1	15.4	5.4	2.9
7. Most examinations and other course requirements were worthwhile and reasonable in their expectations.	5.8	77.5	7.5	6.7	1.7

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The College offers adequate student extra-curricula activities.	4.2	34.2	20.8	28.3	11.3
9. Registration procedures were adequate.	5.4	67.9	10.4	10.0	5.4
10. I would recommend WACC to another person.	15.0	52.5	21.7	5.8	3.8

Graduating students indicated that classroom instructional objectives were specific and clear, and that examinations and other course requirements were worthwhile and reasonable. Over 65 percent of those responding agreed, or strongly agreed, that related courses were meaningful. The survey does indicate, however, that students would have liked additional information regarding their classroom progress and performance. In addition, students would have liked more extra-curricular activities. Overall, 1975 graduates agreed that the College provided them with a sound education for employment or transfer.

ATTRITION RATE

Postsecondary
1970 - 1975

The attrition rate indicates the number of students who leave the College for reasons other than graduation.

The attrition rate shown below is calculated by dividing the number of students eligible to remain at the College during the monitoring period into the number that terminated during the same period for reasons other than graduation. Figures are given in percentages.

Reporting Period	1st Sem.	Between Semester	2nd Sem.	Summer
Sept. 1, '69 to Aug. 30, '70	7.4	3.1	8.7	12.2
Sept. 1, '70 to Aug. 30, '71	6.7	3.5	8.4	7.0
Sept. 1, '71 to Aug. 30, '72	8.1	5.0	7.0	16.6
Sept. 1, '72 to Aug. 30, '73	10.0	7.2	8.4	15.0
Sept. 1, '73 to Aug. 30, '74	6.5	12.4	8.7	8.0
Sept. 1, '74 to Aug. 30, '75	5.2	12.1	3.0	6.7

Summary

*Continuous learning-oriented planning process

*New philosophy, mission, goals, and objectives

*Unique state-wide five-year secondary, postsecondary and community education Career Education Model College

*Regional Education Centers

*Enrollment Projections: "Do-Nothing" "Steady State" "Moderate State" and "Desired State"

*College name change to one reflecting the regional service area

*Comprehensive instructional assessment process

*Alternative methods of individualizing instruction

*Ladder-lattice Career Education instructional concept

*Career Development Center

*Management Reporting and Information System

*Management by Objectives

*Staff Development for professional and classified personnel

*Facility renovation or construction, including Multi-Purpose Campus Center

*Eliminate operating deficit

*Identify additional measures of outcome

SUMMARY

This Self-Study is the culmination of the research, thoughts, recommendations, and combined efforts of various committees and individuals who have worked together in assessing the College's present and its future. This effort has produced the beginning of a new planning process at The Williamsport Area Community College. Planning has been defined as a continuous learning oriented process. Short and long-range planning will never be complete, but will continue as the College develops as an institution and responds to the changing needs of the region and the state.

The new planning process has been initiated with the development of new philosophy and mission statements, and institutional goals and objectives, by nine constituent groups. In essence, the College renews its goal: to help people develop their potential to the fullest, through providing more accessible education in a supportive environment, and through greater cooperation with public and private community agencies and groups. It is recommended that the developed goals and objectives guide institutional action and decision-making.

The Long-Range Self-Study includes a brief history of the College as it evolved from a high school industrial arts shop in 1914, to a technical institute in 1941, to a community college in 1965. Today the College is unique in its integration of secondary, postsecondary, and community education instructional services.

Within the last two years the College has undergone extensive administrative re-organization, including the consolidation of 26 postsecondary instruction departments into eight divisions, each with a director, and the upgrading of secondary instructional services under the direction of a dean and assistant dean. In addition, Library Services and Audio-Visual Services have been combined into a single program, Learning Resources. The Office of Business and Finance, the Computer Center, Physical Plant, and auxiliary services were combined in 1975-76 to form an Administrative Services Unit.

A major College goal is to develop as a state-wide Career Education Model, coordinating career development and career preparation through secondary, postsecondary, and community education services.

The concept of Career Education supports the proposition that a fundamental purpose of education is to prepare individuals to live productive and rewarding lives. It unites general and vocational education to assist the individual in the identification, development, and maintenance of a career throughout a lifetime. Thus, it eliminates the artificial separation between things academic and things vocational.

To implement the concept of Career Education the College will assist students to become aware of career opportunities through providing factual, up-to-date career information and counseling. This will include helping students assess their individual interests, aptitudes, and abilities in relation to career requirements. Simulated and actual job experience will allow students to experiment with career clusters and specific careers. The College and area school districts (K-12) can cooperate in exploring and developing aspects of Career Education. The College will also provide a second chance for adults who have not attained all the prerequisites of the job market.

The College proposes to make its educational programs more accessible to citizens within its ten county service area by decentralizing services in each of three regions: Northern, Central, and Southern. A profile of these three regions and respective counties contains data regarding population, size, households, employment, school districts, high school graduates, socio-economic characteristics, major industrial group concentrations, municipalities and seven labor market area designations. Steady population, employment growth and continued diversity of industrial enterprises are projected. Decentralization of educational services suggests that the College should change its name to one reflecting the ten county service area.

Accessibility of educational services is an important factor affecting future College enrollments. Most community colleges draw up to 90 percent of their enrollment from students living within a 30 mile commuting radius. Establishment of regional education centers would place all residents in WACC's ten county service area within 20-30 miles of a campus or center.

The study points to several enrollment variables which include: financial stringency, district population, community education, facilities, charge-back legislation, changing educational patterns, unemployment and labor market conditions, recruiting, district sponsorship, and the creation of other community college-types of educational institutions. Increased cooperation between and among educational institutions, private and public agencies, and business and industry will be important to efficient and effective future development. An immediate task will be to obtain assistance to conduct a comprehensive needs assessment study in order to identify specific programs and services which should be developed at each of the regional centers. All existing educational agencies should be included to avoid duplication of existing facilities and services.

Based upon the above enrollment variables and two methods of projecting headcount and F.T.E. (Full-Time Equivalent) enrollments, four possible College growth states are described: 1) "Do Nothing State", 2) "Steady State", 3) Moderate State", and 4) "Desired State." The degree to which services are decentralized and the extent to which the College gains new sponsor districts, are the major determinants of future enrollment growth.

College F.T.E. summary ranges from 3,310 (1975, Projection A) to 4,788 (1985, Projection D).

The secondary instructional program has the potential of growing from 735 FTE students in 1975, to 1,058 in 1985, a 30% increase. Postsecondary enrollment, employing a decentralized approach, would grow from a current 2,400 FTE, to 3,250 in 1985, a 26% increase. The Northern and Southern regions would each serve 600 FTE, with the Williamsport/ Allenwood areas serving over 2,000. Community Education enrollment would almost triple, from 190 FTE in 1975, to 480 by 1985. Thus, the College could offer services to over 13,000 people, a total of 4,789 FTE enrollments) by 1985--a 30% increase over 1975.

The College proposes the development of a comprehensive instructional assessment process to consist of planning, advising, counseling and review. Certain faculty members are exploring and developing alternative methods of individualized instruction on the assumption that, given enough time and attention, 95 percent of their students can develop a high level of skill mastery. The concept of career education and a unique secondary and postsecondary organizational structure have encouraged staff to explore the development of "ladder-lattice" curricular and instructional development processes. The "ladder-lattice" instructional process is built upon the assumption that students should be able to proceed in an orderly and planned way to accomplish their career and personal goals. Students should be able to enter and exit the College or the world of work at various stages of development.

The major components of the instructional program are Developmental Studies, Vocational-Technical programs, College and University Transfer programs, Community Education programs, and Special Contract programs. The College community education program should lead the way in attracting and providing for the "non-traditional" student. This program has already established a part-time regional center in the Canton-Troy area. It will be an important factor in the proposed decentralization of services. Enrollment in Community Education programs could range between 2,991 and 5,422 by 1980 to between 3,102 and 7,966 by 1985.

Decentralization of institutional support services is a College goal. Student and Career Development services will become part of all College units. A Career Development Center has been proposed to integrate Student Development and Learning Resources. Through participation in the U.S. Office of Education Developing Institutions Title III ACCTion Consortium, staff will continue to learn and implement innovative ideas and concepts. The development and implementation of an efficient computerized student record system will facilitate services in this area.

The Computer Center will provide services to develop and implement an automated Management Reporting and Information System for managing business and finance, student records, inventory control, and other data. The System will serve to meet the needs of administration, trustees, and external agencies. Such computerization will increase the efficiency of internal operations.

Major administrative service goals include the development of a continuous planning process, and a decentralized style of management that continuously strives to implement, refine, and improve decision-making at that level most affected by a decision. Management by objectives is defined broadly and includes representatives from all levels of the organization. College committees constitute an important aspect of the governance system. The purpose and responsibilities of the committees have been described, and a structure incorporating all policy planning, governance, and decision-making College constituents has been developed.

Staff Development programs for both professional (administration, trustees, faculty, counselors and librarians) and classified (secretarial, maintenance and custodial) personnel have been proposed. Staff Development programs encompass 1) Upgrading Skills and Instructional Techniques, 2) Incentives, 3) Orientation, 4) Publications, and 5) Exchange Programs. The College encourages staff development to foster an institutional climate favorable to individual growth and to encourage participation in decision-making by all constituents.

A substantial portion of the College's facilities (549,945) square feet of floor space, (18 buildings) suffers from serious problems. It has been recommended that someone be hired to complete the long-range physical development plan based on the Long-Range Self-Study. A major recommendation proposes the combination of Library and Audio-Visual Services, a Career Development Center, Multi-Skills Center, Campus Store, and Student Union, into a Multi-Purpose Campus Center. Guidelines have been formulated for facility planning.

A major College objective during the next few years will be elimination of the operating deficit acquired during the years 1972-73 and 1973-74. The study proposes a major reassessment of budget priorities and long-range capital expenditures. Efforts will be made to integrate current objectives and cost center budget with educational programs.

A survey indicated that 85% of the College's 1974 graduates were employed in their field of training. The average starting salary of all 1974 graduates was $7,500. Nearly 20% of the 1975 class transferred to 46 different four-year colleges or universities. Nearly 100 vocational-technical education program graduates transferred to 34 different four-year institutions. Seventy-two College and University Transfer Program graduates transferred in the fall of 1975 to 18 different four-year institutions.

New alumni, those who graduated Spring 1975, generally agreed that classroom instructional objectives were specific and clear, that examinations and other course requirements were worthwhile and reasonable, and that related courses were meaningful. Graduates would have preferred however, additional information regarding their classroom progress and performance and additional extra-curricular activities.

The key rationale for planning is to achieve results. The College wants to identify additional measures of outcomes to assist in future planning. Realizing that the future will continually bring new developments and problems, the College will continue to improve its programs and operations, remain flexible, and plan carefully to meet changing conditions.

Wisdom is the ability to see the long-run consequences of current actions, the willingness to sacrifice short-run gains for larger long-run benefits, and the ability to control what is controllable and not to fret over what is not.

Russell L. Ackoff